EXERCISES TO INCREASE AUDITORY
DISCRIMINATION AT THE 2nd GRADE LEVEL.

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SERVICE PAPER

EXERCISES TO INCREASE AUDITORY DISCRIMINATION AT THE 2ND GRADE LEVEL

Submitted by

ANNA IRMA O'BRIEN

(B. S. in Ed., State Teachers College, Bridgewater, 1938)

In partial fulfillment of requirements for the
degree of Master of Education

1 9 4 8

First Reader: Dr. Helen A. Murphy, Asst. Prof. of Education
Second Reader: Dr. Helen Blair Sullivan, Prof. of Education

School of Education
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INTRODUCTION

The exercises in this study were designed to increase auditory discrimination at the second grade level.

Recent research[1] has shown that the ability to hear similarities and differences in sounds is essential to reading progress.

The writer, a second grade teacher, found need to supplement the work in phonetic analysis outlined in the manual[2] accompanying the basal series for the grade.

It is hoped that these exercises will improve spelling also. No attempt, however, is made to evaluate the exercises in either area.

1. Murphy, Helen A., "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading," unpublished M. A. Thesis, Boston University, 1940.

2. Gray, W. S. and Gray L. Guidebook for Friends and Neighbors and More Friends and Neighbors, Scott, Foresman and Company, New York, 1942, pp. 30-31.

INTRODUCTION

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2. Gray, W. S. and Gray L. Guidebook for Teachers and Children and Lore Primer and Workbook. Scott, Foresman and Company, New York, 1946, pp. 60-61.

CHAPTER 1

SUMMARY OF PREVIOUS RESEARCH

A study of the research concerned with auditory discrimination reveals that it is a very significant part of the reading process. A deficiency in this skill appears to be an important cause of reading failure. It is apparent, also, that the ability to hear similarities and differences in words contributes to success in beginning reading.

Monroe[1] says the ability to hear sounds accurately and put them together in word building is one of the important phonetic skills contributing to reading. She supports this statement by reporting a correlation of .66 ± .04 between achievement and the scores on the auditory tests for reading readiness. The auditory test which had the highest correlation is one of several reading aptitude tests given to predict success or failure in beginning reading. The complete battery includes visual, motor, articulation and language tests.

Evidence from a study by Wilson[2] and others shows that the kindergarten and first grade children who knew the most letter forms and sounds were among the first to learn to read and to be the best readers.

1. Monroe, M. "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading," Education, Vol. 56, pp. 7-14, September, 1935.

2. Wilson, F. T., Fleming, C., Burke, A., Garrison, C. G., "Reading Progress in Kindergarten and Primary Grades," Elementary School Journal, Vol. 38, pp. 442-449, February, 1938.

CHAPTER I

SUMMARY OF REVIEWED RESEARCH

A study of the reasons concerned with auditory discrimination reveals that it is a very significant part of the reading process. A deficiency in this skill appears to be an important cause of reading failure. It is apparent, also, that the ability to hear similarities and differences in words contributes so much to beginning reading.

Monroe[1] says that ability to hear sounds accurately and pronounce syllables in word building is one of the important phonetic skills contributing to reading. She supports this statement by reporting a correlation of .56 ± .04 between achievement and the scores on the auditory tests for reading readiness. The auditory test which had the highest correlation is one of several reading aptitude tests given to predict success or failure in beginning reading. The complete battery includes visual, motor, articulation and language tests.

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Those who were confused about letter forms and sounds tended to be the poor readers. Their study reports that the children recognized certain sounds as letters and used this knowledge in finding new words.

Wilson's[1] correlations of reading success with readiness scores on the ability to give phonic combinations was .84 and with giving letter sounds was .70. It is a conclusion that the relation between abilities with letter forms and sounds on the one hand and reading ability, in terms of word, sentence, and paragraph reading, on the other hand are remarkably close for children learning to read in the Horaae Mann School where the tests were conducted.

Durrell[2] reports that many times difficulty in word mastery appears to be on the auditory side. He states that faulty enunciation appears to be at the root of confusions in reading. A child's reading becomes a conglomeration of slurred sounds because of poor enunciation.

Monroe[3] states that the lack of discrimination of certain sounds may lead to a confusion of words, which in turn

1. Loc. cit.

2. Durrell, D.D.,"Confusions in Learning," Education, Vol. 52, pp. 330-333, February 1932.

3. Monroe, M., Children Who Cannot Read, University of Chicago Press, Chicago, Ill., 1932,pp. 93-95.

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affects speech, or reading, or both. Studying the influence of poor auditory discrimination upon reading defect cases at the Institute for Juvenile Research, she compared a group of thirty-two unselected children with thirty-two non-readers. A learning test was given to both groups in which the children were required to associate nonsense syllables with nonsense forms. The reading defect cases differed from the control group in that the latter group made fewer errors in auditory word discrimination. Lack of auditory discrimination was found to impede learning which involves auditory impressions. Monroe[1] further concludes that lack of auditory discrimination of words may be a specific defect in hearing just as color-blindness is a specific defect in vision.

Using the "matched control" type of research, Bond[2] declares that auditory abilities are related to reading proficiency. In his investigation, an experimental group composed of poor readers and a control group made up of good readers were selected. These two groups were given an extensive battery of diagnostic tests, involving the

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2. Bond, G. L., The Auditory and Speech Characteristics of Poor Readers, Contributions to Education, No. 657, Teachers College, Columbia University, 1935, 48p

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measurement of various auditory and speech abilities. In testing auditory perception a battery of three tests is used. They involve giving a letter for a sound; giving words beginning with a given sound; giving words ending with a given sound.

Bond's[1] findings disclose that the total control group is much better in this ability than the total experimental group. The results of the measurement of ability to give words beginning with a given sound show the mean score to be 8.2 for the total control group and 6.2 for the total experimental group. The critical ratio of the difference 5.1 is statistically significant. The total control group is predominantly better than the total experimental group in the ability to give words for a given sound. The mean for the total control group is 7.2 and for the total experimental group is 5.5. The critical ratio of 4.2 is significant.

Robinson[2] reporting on types of deficient readers and methods of treatment notes that some of the poor readers who are able to hear normally are unable to discriminate between similar sounds or words. Tests of auditory discrimination

1. Op. cit. p. 32.

2. Robinson, H. M.,"Types of Deficient Readers and Methods of Treatment," Recent Trends in Reading, Supplementary Educational Monograph, Vol. 49, pp. 165-166, November, 1939.

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1. Op. cit. p. 22.

2. Robinson, H. M., "Types of Deficient Readers and Methods of Treatment," Recent Trends in Reading. Supplementary Educational Monographs, Vol. 49, pp. 165-168, November, 1939.

were used to discover those children who had been unable to profit by the phonetic approach to beginning reading. Special exercises were then given the handicapped children to develop discrimination before any phonetic training in the reading work was attempted. Speech training was often found to be necessary in this type of case. This preliminary training in auditory discrimination proved valuable for both the speech and reading work which was given later.

Murphy[1] reports that the ability to hear similarities and differences in the sound of words improves rapidly by specific teaching. Material designed to develop auditory discrimination was developed and these exercises taught ten minutes a day for thirty successive school days to fifty-one children in grades one and two. Tests were then constructed to measure various functions affecting beginning reading. These tests were given to two groups of children before and after the exercises were taught. In the individual auditory test for the identification and production of sounds the mean score of the experimental group was twenty-seven sounds correct as compared to ten for the control group. All children in the experimental group exceeded the mean for the control group, while no child in the control group equalled the mean of the experimental group.

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1. Murphy, Helen A., "An Investigation of Procedures for Developing Auditory Discrimination in Beginning Reading," unpublished M. A. Thesis, Boston University, 1940.

Murphy and Junkins[1] state that auditory discrimination of word elements is one of the abilities affecting the learning rate. Their program consisted of thirty ten minute exercises in auditory discrimination and thirty exercises in visual discrimination. The exercises were given over a six weeks period to one hundred and fifty children who had made little progress in the first semester of first grade. The children were divided into three groups of fifty to each group. One group received the training in auditory discrimination, another group received the exercises to increase visual discrimination while the third group, the control, received no special work. Tests of visual and auditory discrimination of word elements and a measure of learning were given all three groups. At the end of the six weeks period each group was again retested. The results of the study showed that marked progress had been made by both the auditory and visual groups and that both sets of exercises were effective in increasing the rate of learning to read.

From these investigations it is evident that the ability to hear similarities and differences in words is essential to success in reading. It is also clear that this ability can be improved with planned exercises thus facilitating the reading process.

1. Murphy, H. A. and Junkins, K. M., "Increasing the Rate of Learning in First Grade Reading," Education, Vol. 62, pp. 37-39, September, 1941.

Jarvis and Buxton[1] utilize both auditory discrimination and some discrete in one of the abilities affecting the learning rate. Their program consisted of fifty ten minute exercises in auditory discrimination and fifty exercises in visual discrimination. The exercises were given over a six week period to one hundred and fifty pupils who had made little progress in the first semester of first grade. The children were divided into three groups of fifty in each group. The group receiving the training in auditory discrimination, another group received exercises in intensive visual discrimination while the third group, the control, received no special work. Tests of vocabulary and auditory discrimination of word elements and a sentence of learning were given all three groups. At the end of the six weeks period each group was again tested. The results of the study showed that marked progress had been made by both the auditory and visual groups and that both sets of exercises were effective in increasing the rate of learning to read.

From these investigations it is evident that the ability to hear distinction and differences in words is essential in success in reading. It is also clear that such abilities can be improved with planned exercises thus facilitating the reading process.

1. Jarvis, R. A. and Buxton, A. M., "Increasing the Rate of Learning in First Grade Reading," Education, Vol. 82, No. 2, pp. 87-90, September, 1961.

CHAPTER 11

THE CONSTRUCTION OF THE AUDITORY EXERCISES

The first step in planning the exercises was the choice of a vocabulary. Since the writer uses Friends and Neighbors[1] and More Friends and Neighbors[2] as basic readers in the second grade, it was decided to employ the vocabulary of this series. Words from this basic series presented in the first grade have also been used. In this way added practice on acquiring the vocabulary has been given. The complete vocabulary follows:

1. Gray, William S. and Arbuthnot, May Hill, Friends and Neighbors, Scott, Foresman and Company, New York, 1941.

2. Gray, William S. and Arbuthnot, May Hill, More Friends and Neighbors, Scott, Foresman and Company, New York, 1941.

CHAPTER II

THE DEVELOPMENT OF THE VOCABULARY EXERCISES

The first step in planning the exercises was the choice of a vocabulary. Since the writer uses Friends and Neighbors[1] and Good Friends and Neighbors[2] as basic readers in the second grade, it was decided to develop the vocabulary of this series. Words from this basic series presented in the first grade have also been used. In this way added practice in acquiring the vocabulary has been given. The complete vocabulary follows:

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2. Gray, William S. and Arbuthnot, May Hill. More Friends and Neighbors. Book. Chicago: Scott, Foresman and Company, New York, 1941.

Words Found in We Look and See[1]

We Work and Play[2]

We Come and Go[3]

a	d	i	o	t
a a	down	it	one	Tim
and	f	j	p	to
away	Father	Jane	play	two
b	find	jump	Puff	u
Baby	for	l	r	up
ball	funny	little	red	w
big	g	look	run	wants
blue	go	m	s	we
boat	h	make	Sally	where
c	help	me	said	work
can	here	Mother	see	y
car	house	my	something	yellow
come	i	n	Spot	you
cookies	I	not	t	
d	in	o	the	
Dick	is	oh	three	

1. Gray, W. S., Baruch, D. and Montgomery, E., We Look and See, Scott, Foresman and Company, New York, 1940.

2. Gray, W. S., Baruch, D. and Montgomery, E., We Work and Play, Scott, Foresman and Company, New York, 1940.

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Words Found in We Look and See[1]

We Work and Play[2]

We Come and Go[3]

a	d	i	o	t
a	down	is	one	This
and	f	j	n	to
away	Father	Jane	play	two
b	find	jump	Pull	u
Baby	for	j	r	up
bell	funny	little	red	w
big	g	look	run	Words
blue	go	m	s	we
boat	h	make	Jail	where
c	help	me	said	work
can	here	Mother	see	y
car	house	my	something	yellow
come	i	n	stop	you
cookies	I	not	t	
d	in	o	the	
Dick	is	on	three	

1. Gray, W. S., Barnum, D. and Montgomery, E., We Look and See, Scott, Foresman and Company, New York, 1940.

2. Gray, W. S., Barnum, D. and Montgomery, E., We Work and Play, Scott, Foresman and Company, New York, 1940.

3. Gray, W. S., Barnum, D. and Montgomery, E., We Come and Go, Scott, Foresman and Company, New York, 1940.

Words Found in Fun with Dick and Jane[1]

a	d	g	l	q
all	did	Grandfather	likes	quack
am	do	Grandmother	looked	r
animals	dog	guess	m	rabbit
are	doll	h	ma-ma	ran
at	ducks	happy	mew	ride
ate	~~eat~~e	have	must	s
b	eat	he	n	sat
barn	eggs	hello	new	saw
birthday	f	hen	no	say
black	family	home	now	school
bow-wow	farm	hop	o	she
boy	fast	horses	on	so
bump	four	i	our	soon
but	Friends	into	out	Susan
c	fun	j	p	t
cat	g	Jack	pets	tail
chickens	get	k	pigs	talk
children	girl	kittens	please	thank
cluck	good	l	pony	that
cows	good-by	laughed	pretty	there

1. Gray, William S. and Gray, Lillian, Fun with Dick and Jane, Scott, Foresman and Company, 1940.

Words Found in Run with Dick and Jane[1]

a	d	E	i	J
all	did	Grandfather	like	quack
am	do	Grandmother	looked	r
animals	dog	grass	m	rabbit
are	doll	h	ma-ma	ran
at	ducks	happy	mock	ride
ate	e	have	must	s
b	eat	he	n	sat
barn	eggs	hello	new	saw
birthday	f	hen	no	say
black	family	horse	now	school
bow-wow	farm	hop	o	she
boy	fast	horses	on	so
brown	four	i	our	soon
but	friends	into	out	Susan
c	fun	j	p	t
cat	g	jack	pals	tail
children	get	k	pigs	talk
children	girl	kittens	please	thank
click	good	l	pony	that
cows	good-by	laughed	pretty	there

1. Gray, William S. and Gray, Dilling, Run with Dick and Jane, Scott, Foresman and Company, 1940.

t

they

this

Tom

too

toys

u

under

w

wanted

was

well

went

what

white

who

will

with

y

yes

t

they

this

Tom

too

toys

u

under

w

wanted

was

well

went

what

white

who

will

with

X

you

Words Found in Our New Friends[1]

a	b	e	g	k
after	Brown	eating	going	know
again	bumped	Ellen	gray	l
along	Bunny	every	green	last
an	busy	everywhere	h	laugh
another	buy	f	had	let
any	c	fat	has	let's
apples	called	faster	head	lives
as	can't	feed	helped	looking
ask	color	feet	her	lost
asked	coming	fell	hill	m
b	corn	fine	him	made
back	could	first	his	making
bang	d	five	how	man
basket	dark	fly	hurry	many
be	day	food	j	may
began	dear	found	Jane's	maybe
behind	Dick's	from	Jill	merry-go round
Bill	dinner	g	Jim	met
Billy	don't	galloping	jumped	milk
Bird	door	give	just	moo
book		glad		morning

1. Gray, William S. and Gray, Lillian, Our New Friends, Scott, Foresman and Company, New York, 1940.

Words found in Dan Rew Friends[1]

B	D	G	M	P
ether	Brown	asking	going	Mom
again	bumped	Allen	city	I
along	Bunny	always	mean	least
an	busy	everybody	E	lady
another	buy	C	land	lot
any	D	Can	has	lately
around	called	Future	hand	[illegible]
as	can't	Food	having	looking
ask	color	face	her	look
asked	coming	felt	hill	M
B	corn	Glen	his	made
back	could	Glen's	his	making
bend	D	five	how	man
bought	Dave	fly	hurry	many
by	day	food	I	may
thought	dear	found	Jonnie	maybe
behind	Dick's	from	kill	merry-go-round
Bill	dinner	G	Kim	mom
billy	dog's	gallopping	longest	milk
Bird	door	give	look	moo
book	down			morning

1. Stern, William E. and Grey, Lillian. Get New Friends. Boston. Houghton and Company, New York, 1940.

m	p	s	u
Mr.	peep	slower	umbrella
Mrs.	penny	snow	us
n	Peter	some	v
name	playing	splash	valentine
Nancy	pocket	squirrel	very
nest	poky	stop	w
next	puppy	stopped	wagon
night	push	store	walk
nothing	pushed	story	walked
nuts	put	street	way
o	r	surprise	wee
of	rain	swish	were
old	reads	t	when
once	rode	take	which
open	robins	them	why
or	room	then	wind
outdoors	rooster	things	wish
over	running	think	woman
p	s	time	y
paint	Sally's	took	yard
painted	sang	town	your
party	sleep	tree	
Patty	sleepy		

Words Found in Friends and Neighbors[1]

a

about
across
afraid
always
Ann
answered
around

b

bake
balloons
Bear
beautiful
because
Bee
before
bell
better
best
bigger
biggest
blew
blow

b

Bobby
boil
both
breakfast
bricks
Brother
brought
build
buildings
burn
buzz
by

c

cabbage
cakes
Calf
call
candy
care
catch
caw
chimney
chinny-chin-chin
Christmas
churn
circus
city
clean
climb
clothes
coat
cock-a-doodle-doo
cold
couldn't
country
cried
crow
cry
cut

d

didn't
dig
deep
drops

1. Loc. cit.

Words found in Pitkin-Ann Kolesnik:

a	c	e
about	bodyy	eating-drink-sign
across	bull	earthquake
afraid	both	eaten
always	bottom	eagle
am	brake	eye
announced	brother	clean
around	brought	climb
b	build	clothes
bake	building	coat
ballroom	bump	cock-a-doodle-doo
bank	bees	cole
beautiful	by	cracking
because	d	country
bee	damage	cotton
before	dance	crow
bird	dair	cry
bitter	dail	cup
book	danny	d
bigger	days	dizzy
blanket	dadyy	dig
blow	day	down
boy	dinner	drage

1. Ann. Kit.

d

drum

e

each
early
earth
Elephant
enough
ever
eyes

f

fall
far
fence
field
fire
fish
flew
floor
fool
forget
fox
front
full

g

game
garden
gave
goat
gone
Goose
got
grass
Ground-hog
grows

h

hair
Halloween
hand
handkerchief
hat
heard
herself
hide
high
himself
hole
honey
honk
hot
huff
hungry
hurried

i

if
I'll
I'm

j

Joe
John
Johnny
jolly

k

keep
kinds
knew

l

large
late
leaves
letter
lights
line
lion
long
lot

m

minute
Miss
money
more
mouse
move
much

n

near
neighbors
never
nice
noise
nose

o

o'clock
off
own

p

parade
park
pay
people
pick
pie

p

pile
place
plant
Pleasant
porridge
pot
Potato
potatoes
pull

q

quick

r

rake
ready
right
roll

s

Saturday
scare
second
seeds
seen
shook
short
shout
shovel
show
side
sign
silly
sister
sit
six
slow
small
smell
sniff
soft
sorry
spring
stand
start
stay
stick
sting
straw
strings
sun

t

telephone
tell
ten
than
their
third
those
through
tie
ting-a-ling
tired
to-day
together
told
to-morrow
top
train
tricks
tried
try
turn

u

Uncle
until
use

v

visit

w

wait
wake
watch
water
wiggles
window
winter
wolf
wonderful
won't
woods
would
wouldn't

z

Zeke

Words Found in More Friends and Neighbors[1]

a

above
afternoon
ago
almost
alone
angry
answer
apron
arms
aunt

b

babies
bad
bags
baking
bank
bark
became
bed
been
believes
beside
Betty

b

bite
boards
bought
box
boxes
branch
branches
bread
bridge
bright
bring
bugs
bumpety
butter

c

cap
cart
carried
carry
caught
chairs
change
chatter

c

clock
clowns
colder
cool
corner
count
cover
crack
cream
cries

d

dances
dancing
David
detour
dimes
ding-dong
does
doesn't
done
dress
drink
drive

d

dropped
dust

e

ear
earn
Easter
easy
else
end
engine
errand
even
everybody
excited

f

face
fairy
farmer
feathers
few
fiddle
fill
fix

1. Loc. cit.

Words Found in Zoe's Phonemic and Metaphonemic[1]

a	b	c	d
above	bite	clock	drown
alligator	bottom	clown	dust
ape	bought	colder	
almost	box	cool	e
along	boxes	cotton	eye
angry	branch	count	Easter
answer	breakfast	cover	easy
apron	bread	crack	elm
area	bridge	cream	end
aunt	bright	cries	evening
	brush		around
b		d	
baking	bug	dance	oven
bad	burgerly	danger	everybody
bags	butter	David	excited
baking			
	c	daughter	f
bank	cap	dimes	face
bark	case	dine-[illegible]	fairy
because	certified	does	farmer
ban	county	doesn't	feathers
boom	cracks	done	few
boiling	cutting	dress	fiddle
boxing	change	drink	fill
baby	chatter	drive	fix

1. Zoe, etc.

f

flour
flowers
follow
foot
forest
forgot
forth
friendly

g

gate
gay
geese
getting
gobble
goes
great
grew
grocery
groceries
gruff
grunt

h

ha
hadn't
hammer
happen
hard
harder
hardly
haven't
having
hear
heavy
helper
hiding
hippety
hive
hoe
hold
hope
hopped
horns
hotter
hung
hurt

i

ice
inside
isn't
it's
I've

j

jay
joke

k

kept
kitchen
kitty
knock

l

lay
lazy
leaf
learn
left
legs
lift
listen
living
longer
longest
loud
louder
loudest
lunch

m

machine
magic
maple
matter
means
meet
men
middle
might
Molly
most
mouth
moving
myself

n

neck
need
nickels
noon

o

f	h	k	l
floor	header	lamb	lawyer
flower	happy	life	longest
follow	hard	live	lunch
foot	heavy	**k**	**m**
forest	hardly	lay	machine
forgot	heaven's	love	magic
forth	having	**L**	mole
fortunately	hear	look	mother
g	heavy	lesson	mouse
game	helper	lately	meat
gay	hidden	house	man
guess	highway	**l**	radio
gasoline	hive	lay	might
gentle	how	lazy	holy
green	hold	least	most
great	hope	learn	making
grow	hopped	left	saving
grocery	horse	large	myself
groceries	hotter	lift	**n**
guilt	house	listen	neck
guns	hurt	living	need
h	**i**	longer	nickels
he	ice	longest	noon
hadn't	inside	loud	**o**

o

oak
often
only
outside
oven

p

paid
pan
paper
part
past
path
pen
Penny
perhaps
pictures
pink
pins
plenty
point
policeman
pond
pooh
poor

p

present
proud
pumpkin

q

queer
quickly
quiet
quit

r

reach
real
really
remember
rest
riding
river
roar
roller
roof
rope
rose
rub

s

sad

s

Sam
same
sand
Sandy
save
screams
scrub
seems
sell
shall
sheep
shoes
shorter
shortest
should
shut
since
sing
skate
skip
sleds
slide
sliding
slowly

s

sly
smaller
smart
smile
smiling
sounds
squawk
squeak
squeal
stairs
station
star
stamp
steps
still
stood
storekeeper
straight
strange
strong
such
sudden
suddenly
summer

O	P	R	S
oak	pavement	ram	sky
often	proud	rain	sunlight
only	principle	rang	sunrise
outside	Q	Ready	smile
over	quiet	rose	smiling
	quickly	scramble	sounds
paid	quiet	scrub	squawk
pan	quit	sound	scrunch
paper	R	soil	squeal
part	reach	small	shadow
past	read	snow	shrine
path	really	shoes	star
pen	remember	shorter	steep
Penny	rest	shortest	stone
perhaps	riding	should	still
picture	river	shut	stood
pink	road	since	storekeeper
plan	roller	sing	street
plenty	roof	sleep	strange
point	room	skip	strong
policeman	rose	slain	such
pond	rub	slide	sudden
poor	S	sliding	suddenly
poor	sad	slowly	suffer

s

supper
sure
surely

t

tables
taking
tall
tap
taste
terrible
that's
these
thresh
tiny
Tommy's
tonight
touch
toward
trap
trip
troll
trot
truck
turtle

t

tweet

u

ugly
upside

v

village
vine
voice

w

Waddle
Wag
wagged
warm
wash
wasn't
wave
weather
weed
week
wet
what's
wheat
while
whisper
whole
wide
wife
wild
wings
wise
wonder
woodpecker's
words
wren
write

y

years
yesterday
yet
you'll
young
yourself

The next step was to consult the manual[1] accompanying the basic readers of the Scott, Foresman Series for the second grade level to discover the elements to be taught by phonetic analysis.

In general the following elements were found to be an essential part of the program for the second year:

1. Initial and Final Speech Consonants
2. Beginning Consonant Blends
3. Vowels and Vowel Combinations
4. Word Variants

Further examination disclosed which elements were to be developed while either of the two basic books is used. During the reading of Friends and Neighbors,[2] first book of the second grade level, single initial consonants are reviewed. These are g, n, c, r, m, b, l, t, w, f, d, s, p, j, and h. Provision is made to use phonetic analysis to recognize a new word which is like a known word except for the following initial or final consonant elements: ch, sh, th, wh, bl, cl, fl, pl, sl, br, cr, dr, fr, gr, tr, and st. The vowels i, y, and a are introduced at this period. In addition to the long and short sounds of these vowels, the

1. Gray, W. S. and Gray L., Guidebook for Friends and Neighbors and More Friends and Neighbors, Scott, Foresman and Company, New York, 1942, pp. 30-31.

2. Loc. cit.

The work among an adequate [illegible] accompanying [illegible] reading or two books, Corrective Series for the [illegible] grade level to discover the elements to be taught by [illegible] analysis.

In general the following elements were found to be an essential part of the curriculum for the second year:

1. Initial and Final Speech Consonants
2. Medialing Consonant Blends
3. Vowels and Vowel Combinations
4. Word Variants

Phonics consultation lessons were [illegible] to be developed while slides of the [illegible] were in use. During the reading of [illegible] and [illegible], time was [illegible] the second grade level. Since initial consonants [illegible] evaluated. These are: [illegible]

[illegible]. Expansion in order to use [illegible] to [illegible] a new word which is like a known word [illegible] the following initial or final consonant elements: [illegible], [illegible], [illegible],

sound of i when blended with r as in bird; the sound of a with r as in car; and the sound of a as in all and saw are also included. The diphthongs ai and ay; the word variants d, ed, ing, y and changing y to i before adding ed; and the recognition of compound words made up of two known words also receive some attention at this period.

While More Friends and Neighbors,[1] the second book for grade two, is being presented the following items are stressed: The hard and soft sounds of c and g; the consonant blends sm, squ, sn, sp, str, scr, sw, thr, wr, nk plus the speech consonant ng. The most common sounds of the vowels e, o, and u are presented. In addition to the long and short sounds of these vowels lessons are provided for such vowel combinations as e blended with r; o followed by w as in crow or crowd: oo as in cook; ou as in pound; oi and oy. Word variants formed by adding s, es, y, d, ed, ing, er, est and ly to the root word are also developed.

The exercises, then, follow the program for the second grade level as outlined in the manual[2] accompanying the Scott, Foresman Series. The only deviation from this is in the case of exercises involving word variants. These are included at the end of the other exercises as a group.

1. Loc. cit.
2. Loc. cit.

sound of i when followed with r as in girl; the sound of e with r as in ger; and the sound of o as in sir and are one also included. The diphthongs ai and oy; the vowel variants a, ed, ing, y and observing y to i before adding ed; and the recognition of compound words made up of two Kaiwa words also receive some attention at this period.

Kaia were Friends and Kaiguru; the second year for grade two, in being presented and following items are stressed: the hard and soft sounds of c and g; the consonant blends ng, squ, sk, sp, st, str, sw, tr, wr, wh; the two syllable consonant ng. The most common sounds of the vowels a, e, o, and u are presented. In addition to the long and short sounds of these vowels lessons are provided for such vowel combinations as a before w with r; a followed by r as in star or crown; oa as in soak; ou as in pound; ai and oy. Sound variants formed by adding s, es, y, d, ed, ing, er, est and ly to the root word are also developed.

The exercises, then, follow the pattern for the second grade level as outlined in the manual[2] accompanying the book, Foreman Santos. The only deviation from this is in the case of exercises involving vowel variants. These are included at the end of the other exercises as a group.

1. Loc. cit.

2. Loc. cit.

The third step was the writing of the exercises. The children are first asked to listen to at least three words containing the sound element to be taught. The words are written on the board as they are dictated by the teacher. After the sound has been identified the children are asked to listen to a larger group of words containing the same sound. The children pronounce these words after the teacher with emphasis being placed on the particular sound element being presented. The first part of the lesson on "ch" as a beginning blend is given to illustrate this organization.

"Today we are going to listen for words that begin like children, chickens, chin. (Write the words on the board as you say them and underline the "ch" part). The first two letters say "ch". (Give the sound).

Here are some other words which begin the same way. Listen carefully and say each word after me. Dictate."

churn	chimney	chinny-chin-chin	chatter
	chairs	change	

The next part of the lesson consists of an exercise dictated orally to give further practice on the sound. This may take one of the following forms: sentences in which a word has to be fitted into the blank space; questions to be answered; or riddles to be solved. The answer in all types is a word containing the sound element being presented. For example in the lesson on the beginning blend "ch",

The third step was the writing of the exercises. The children were first asked to listen to at least three words containing the sound element to be taught. The words are written on the board as they are dictated by the teacher. After the sound has been identified the children are asked to listen to a larger group of words containing the same sound. The children pronounce them slowly after the teacher with emphasis being placed on the particular sound element being presented. The first part of the lesson on "ch" in a beginning class is given to illustrate this organization.

"Today we are going to listen for words that begin like children, chicken, chair. (Write the words on the board as you say them and underline the "ch" part). The first two letters say "ch". (Give the sound).

Here are some other words which begin in the same way. Listen carefully and say them after me. Children, chimney, chicken-chicken-chicken, chairs, chalkboard, chewing.

The main part of the lesson consists of an exercise directed orally to give further practice on the sound. This may take one of the following forms: sentences in which a word has to be fitted into the blank space; crosswords to be answered; or riddles to be solved. The answer in all types is a word containing the sound element being taught. For example in the lesson on the consonant blend "sn".

a sentence with a missing word is, "You are sitting on a ___." The answer is "chair". In the lesson on "st" as a beginning blend, a question asked is, "What do cars do at the red light?" The answer is "stop." The riddle type is illustrated in the lesson on "cl" as a beginning blend. The riddle says, "We wear them all the time. We try to keep them neat and clean. They keep us warm, too." The answer is "clothes."

Another exercise is then given usually in the form of a game to provide for additional practice and to check on each child's ability to identify the sound. This practice often requires individual responses and gives the teacher an opportunity to see which children must be provided with more practice.

A part of the lesson on "pl" and "sl" as beginning blends is given as a sample.

"Now we'll play a little game with "pl" and "sl" . I'll draw a small plant on the board for words that begin with "pl" and a sled for words that begin with "sl". Then I'll say a word and you may come to the board and point to either the plant or the sled. We'll write your name under one of them if you're right. Ready! Listen carefully! Dictate place, plant, sleds, plenty, slowly, sleep, playing, pleasant, play, slide, slow, sly, sliding, sleepy. (Have children add other words to the list and identify the proper blend at the board)."

a sentence with a missing word is, "You are sitting on a ____." The answer is "chair". In the lesson on "ub" as a beginning sound, a question asked is, "What is worn on the red jersey?" The answer is "shop." The visible type is illustrated in the lesson on "ai" as a beginning sound. The visible says, "We wear them all the time. We try to keep them neat and clean. They keep us warm, too." The answer is "clothes."

Another exercise in them gives usually in the form of a game to provide for additional practice and to check on each child's ability to identify the sound. This exercise often requires individual responses and gives the teacher an opportunity to see which children must be provided with more practice.

A part of the lesson on "pl" and "sl" as beginning blends is given as a sample.

"We will play a little game with "pl" and "sl". I'll draw a small place on the board for words that begin with "pl" and a nice for words that begin with "sl". Then I'll say a word and you may come to the board and point to either the place or the nice. We'll write your name under one of them if you're right. Ready! Listen carefully! Plenty, nice, slide, plenty, slowly, slow, slaying, pleasant, play, white, slow, sly, sliding, sleepy. (Save children and other words as the list and identify the person first at the board)."

Review lessons are given from time to time to provide further practice. The review lessons are similar in form to the regular lessons but with special emphasis on the game side.

The review lesson for the beginning blends sm, squ, sn, sp, str, scr, sw, thr, and wr follows:

"Today I'm going to say some words and I wonder who can tell me the first sound they hear in each word. I'll write the sound on the board. (Arrange sounds in a horizontal row after children have listened to the following words).

small	squirrel	snow	spot	string
sm	squ	sn	sp	str

Now let's have two teams with a captain for each. Two people will come to the board at the same time. The person who finds the sound first wins a flag for his team. I wonder which team will have the more flags. Dictate these words-

smell	squirrel	spot	squeak	smile	snow
strings	spoon	sniff	strange	spill	snap
squeal	smiling	snap	square	straw	straight
swish	swim	sweep	strap	string	smart

That was good fun.

Now let's see who can get on the airplane which I will put on the board. We'll put your name on it if you can tell us the sound you hear at the beginning of these words. Who wants to ride on the airplane? Dictate words to children and have underlined part in each word identified.

Review lessons are given from time to time to review further vocabulary. The review lessons are similar in form to the regular lessons but with special emphasis on the game aspe.

The review lesson for the beginning clands are, see, sa, se, set, sov, sov, vor, dus ar follower:

"Today I'm going to say some words and I wonder who one bull ge the first word they hear in each word. I'll write the sound on the board. (Arrange words in a sentence) you after ellipse left (instead to the following words).

small	ensilved	sove	apse	sitting
ma	ego	ao	ap	air

Mr. Jack's have two teams with a maximum for each. Two people will move to the sound at the same time. The person who finds the sound first wins a flag for his team. I wonder which team will have the most flags. Outside lesson sound-

"small	equipped	sove	arrange	smile
stolen	room	sell	arrange	light
sound	selling	sang	wonder	above
saint	Jack	sound	array	shining

That was good fun.

Mr. Jack's one who can get on the stimulus which I will put on the board. He'll put your name on it if you can tell us the sound you hear at the beginning of those words. Who wants to come on the playground. Listen carefully to a little are have which first you in each word (Small lad.

scream	three	scratch	scrub	thread	wren
screen	write	wring	wrap	throat	through

The exercises have been planned to train children to hear similarities and differences in word elements at the second grade level. They are primarily auditory although some attention to visual discrimination is given. There are fifty-seven lessons in all. Twenty-two of the lessons are review lessons.

The writer plans to use these exercises in fifteen minute periods separate from the reading or spelling lessons.

These exercises have already been tried out in the writer's classroom. They are similar in form to those found in books and workbooks for this level.

CHAPTER 111

EXERCISES TO INCREASE AUDITORY DISCRIMINATION

Review Lesson for Initial Consonants G-N-C

To-day we are going to listen to words that begin alike. Listen to go, guess, get. (Write words on the board as you say them and underline initial consonant). Yes, the letter is "g". (Give the letter, name and sound). Now let's listen to some other words beginning with "g". You may say them after me. Dictate-

good	girl	going	give	green
game	got	gone	gave	galloping

Now we are going to listen for a different letter. Listen to not, no, new. (Write the words on the board). Who can find the letter that is in each word? Yes, it is "n". (Give letter, name and sound. Let's say some more words beginning with "n". Dictate-

now	name	next	Nancy	night
nuts	nest	nothing	noise	neighbors

We have one more letter for you to listen to to-day. Let's try to hear it in come, car, cookies. (Write words on board and underline initial consonant). I will say some other words beginning with "c". Say them carefully after me. Dictate-

cat	cows	came	color	can't
corn	candy	caw	cakes	called

Here are some stories for you to listen to. In each sentence there will be at least one word that begins with

Review Lesson for Initial Consonants G-N-C

To-day we are going to listen to words that begin alike. Listen to go, guess, get. (Write words on the board as you say them and underline initial consonant). Yes, the letter is "g". (Give the letter, name and sound). Now let's listen to some other words beginning with "g". You may say them after me.

Dictate-

good girl going give green

game got gone gave galloping

Now we are going to listen for a different letter. Listen to not, no, now. (Write the words on the board). Who can find the letter that is in each word? Yes, it is "n". (Give letter, name and sound. Let's say some more words beginning with "n". Dictate-

now name next Nancy night

nuts nest nothing noise neighbors

We have one more letter for you to listen to to-day. Let's try to hear it in come, car, cookies. (Write words on board and underline initial consonant). I will say some other words beginning with "c". Say them carefully after me.

Dictate-

cat cows came color can't

corn candy saw cakes called

Here are some stories for you to listen to. In each sentence there will be at least one word that begins with

either g, n, or c. As soon as you know the word you may stand. Let's see who can stand first.

1. Mother gave me a penny.
2. Jane has a red coat.
3. What is your name?
4. Nancy is a girl's name.
5. A goat gives us milk.
6. It is dark at night.
7. The robin made a nest.
8. We like to play games.
9. A turkey says, "Gobble, gobble".
10. A nickel is the same as five pennies.

Let's have some fun with these letters now. I'll say a word that begins with one of these letters. If I call on you-you may come to the board and find the letter the word begins with. Then you may say a word and call on someone to tell you the first letter of your word. Ready? Who can tell the first letter of "go"?

either g, n, or c. As soon as you know the word you may stand.

Let's see who can stand first.

1. Mother gave me a penny.

2. Jane has a red coat.

3. What is your name?

4. Nancy is a girl's name.

5. A goat gives us milk.

6. It is dark at night.

7. The robin made a nest.

8. We like to play games.

9. A turkey says, "Gobble, gobble".

10. A nickel is the same as five pennies.

Let's have some fun with these letters now. I'll say a word that begins with one of those letters. If I call on you- you may come to the board and find the letter the word begins with. Then you may say a word and call on someone to tell you the first letter of your word. Ready? Who can tell the first letter of "go"?

Review Lesson for Initial Consonants R-M-B

To-day we are going to listen to words that begin like run, red, ride. (Write words on the board and underline initial consonant). Here are some other words beginning with "r". Say them after me. Dictate-

ran rabbit rain room robins

roll rooster rake road round

What letter do all those words begin with? Yes, it is "r".

I'm sure you'll remember our next letter, the words mother, must, my begin with the same letter. (Give the sound and write the words on the board). Who can tell us the letter at the beginning of each word? Yes, it is "m". Listen carefully to each of these words. I'll say the word and then you say it after me. Dictate-

mew maybe man morning milk

money mouse minute move

merry-go- round

Now let's see who has good sharp ears! Listen to basket, book, be. (Write the words on the board and underline the first letter). You heard the letter "b" of course. You will hear "b" again if you say these words carefully after me. Dictate-

Billy bird barn black birthday

Bobby brown bunny boy breakfast

Here are some riddles. A word that begins with "b" will

Review Lesson for Initial Consonants R-M-B

To-day we are going to listen to words that begin like run, red, ride. (Write words on the board and underline initial consonant). Here are some other words beginning with "r". Say them after me. Dictate-

ran rabbit rain room robins

roll rooster rake read round

What letter do all those words begin with? Yes, it is "r".

I'm sure you'll remember our next letter, the words mother, meat, my begin with the same letter. (Give the sound and write the words on the board). Who can tell us the letter at the beginning of each word? Yes, it is "m". Listen carefully to each of these words. I'll say the word and then you say it after me. Dictate-

mow maybe man morning milk

money moons minute move

merry-go- round

Now let's see who has good sharp ears! Listen to basket, book, be. (Write the words on the board and underline the first letter). You heard the letter "b" of course. You will hear "b" again if you say these words carefully after me. Dictate-

Billy bird barn black birthday

Bobby brown bunny boy breakfast

Here are some riddles. A word that begins with "b" will

be your answer.

1. He is little or big. Sometimes he gets into mischief. Sister is the opposite of this word. brother
2. They are bright colors. We get them at the circus. They break very easily. balloons
3. We see it over railroad tracks or over the water. Trains or boats go under it. bridge

That was fun. Now let's see if you can answer some questions. This time a word beginning with "m" will be your answer.

4. What does the kitten say? mew-mew
5. Who takes good care of us at home? mother
6. What can we buy things with? money
7. What goes around and around at the park? merry-go-round

Now here are some sentences with a word missing. What do you think the missing word should begin with? That's right. The answer will be a word beginning with "r".

8. The ____ falls down from the sky. rain
9. A _____ has pretty blue eggs in her nest. robin
10. We can _____ in a car. ride

Now I'm going to draw some balloons on the board. I'll put a letter on each balloon. If you can think of a word that begins with the letter on the balloon, you may come to the board, say the word and erase the balloon.

be your answer.

1. He is little or big. Sometimes he gets into mischief.

Sister is the opposite of this word. brother

2. They are bright colors. We get them at the circus. They break very easily. balloons

3. We see it over railroad tracks or over the water. Trains or boats go under it. bridge

That was fun. Now let's see if you can answer some questions. This time a word beginning with "m" will be your answer.

4. What does the kitten say? mew-mew

5. Who takes good care of us at home? mother

6. What can we buy things with? money

7. That goes around and around at the park! merry-go-round

8. Now here are some sandboxes with a word missing. What do you think the missing word should begin with? That's right. The answer will be a word beginning with "r".

9. The ____ falls down from the sky. rain

10. A _____ has pretty blue eggs in her nest. robin

11. We can _____ in a car. ride

Now I'm going to draw some balloons on the board. I'll put a letter on each balloon. If you can think of a word that begins with the letter on the balloon, you may come to the board, say the word and erase the balloon.

Review Lesson for Initial Consonants L-T-W

We have some more letters to listen to to-day. Can you tell us what letter you hear at the beginning of look, little, lost? (Put words on board and have beginning sound indentified). Listen to some other words that begin with "l". Say them after me. Dictate-

laugh looking lion long leaves

large lake lights lunch learn

Now listen to two, Tim, toys. (Write words on the board underlining "t" part in each word). All these words begin with the letter "t". Listen and say these words after me. They begin with "t" too. Dictate-

tail talk time tree took

town train tell told telephone

I think you will be able to hear the next letter very easily. Listen to went, wagon, wish. (Put the words on the board and underline the first letter). Here are some other words beginning with "w". Say them carefully after me. (1) Make the "w" blow on your hand. (2)(Demonstrate by putting hand a little away from mouth). (3) Dictate-

walk woman wee wind we

well with was work way

Here are some questions for you to answer. Your answer will begin with the letter "l".

1. What do we do when we are very happy? laugh

Review Lesson for Initial Consonants L-T-W

We have some more letters to listen to to-day. Can you tell us what letter you hear at the beginning of look, little, lost? (Put words on board and have beginning sound indentified). Listen to some other words that begin with "l". Say them after me. Dictate-

laugh looking lion long leaves

large lake lights lunch learn

Now listen to two. Tim, toys. (Write words on the board underlining "t" part in each word). All these words begin with the letter "t". Listen and say these words after me. They begin with "t" too. Dictate-

tail talk time tree took

town train tall told telephone

I think you will be able to hear the next letter very easily. Listen to work, woman, wish. (Put the words on the board and underline the first letter). Here are some other words beginning with "w". Say them carefully after me. (4) Make the "w" blow on your hand. (Demonstrate by putting hand a little away from mouth). Dictate-

walk woman was wind we

well with was work way

Here are some questions for you to answer. Your answer will begin with the letter "l".

1. What do we do when we are very happy? laugh

2. What is another word for small? little

3. What is the opposite of first? last

Now for the letter "t". I want you to listen to some riddles. Your answer will begin with " t".

4. It grows outside in our yards and parks. It has a trunk and branches. It is a _____. tree

5. It goes on a track. It has an engine and many cars. What is it? train

6. We put dishes on it. We sit there to eat. We can work or read at this place too. It is a _____. table

Now I'm going to give you some sentences with a word missing. A word with "w" will make the sentence right.

7. Black is the opposite of _____. white

8. A _____has four wheels. Sometimes it is called a cart. wagon

9. The _____ blew the man's hat off. wind

10. It snows in the _____time. winter

Now let's play a game with these letters. Let's put the letters on the board and we'll have three teams. One person from each team will go to the board; point to the letter given his team and say a word beginning with that letter. Every time a word is given we'll give your team a point. Let's see which team will win!

2. What is another word for small? little

3. What is the opposite of first? last

Now for the letter "t". I want you to listen to some riddles. Your answer will begin with " t".

4. It grows outside in our yards and parks. It has a trunk and branches. It is a _____. tree

5. It goes on a track. It has an engine and many cars. What is it? train

6. We put dishes on it. We sit there to eat. We can work or read at this place too. It is a _____. table

Now I'm going to give you some sentences with a word missing. A word with "w" will make the sentence right.

7. Black is the opposite of _____. white

8. A _____has four wheels. Sometimes it is called a cart. wagon

9. The _____ blew the man's hat off. wind

10. It snows in the _____time. winter

Now let's play a game with these letters. Let's put the letters on the board and we'll have three teams. One person from each team will go to the board; point to the letter given his team and say a word beginning with that letter. Every time a word is given we'll give your team a point. Let's see which team will win!

Review Lesson for Initial Consonants
"f" "d" "s"

Watch the board as I write fall, five, fat. (Put the words on the board as you say them and underline beginning consonant). What letter do you see and hear at the beginning? Yes, it is "f" and here are some other words beginning with "f". Be sure you say each word carefully after me. Dictate-

family fun four farm fiddle

fast fly fish fire fox

Now listen to down, Dick, doll. (Put the words on the board and have "d" part underlined). What letter do you see and hear at the beginning of all these words? Yes, it is "d". Here are some other words that start like down, Dick and doll. Listen to each one and say it after me. Dictate-

dog ducks day dinner dear

dark dig drum dress deep

Let's listen to a letter now that makes a sound like this. (Give the sound of "s"). Let's see and hear it in see, Sally, soon. (Put the words on the board and underline the "s" part). Now listen and say these words after me. Make us hear the beginning "s". Dictate-

Susan school surprise snow store

so she say sang stop

Now a word with "s will finish each one of these sentences. See if you can think of the right word.

Review Lesson for Initial Consonants
"f" "j" "s"

Watch the board as I write fall, five, fat. (Put the words on the board as you say them and underline beginning consonant). What letter do you see and hear at the beginning? Yes, it is "f" and here are some other words beginning with "f". Be sure you say each word carefully after me. Dictate-

family fun four farm fiddle

feet fly fish fire fox

Now listen to down, Dick, doll. (Put the words on the board and have "d" part underlined). What letter do you see and hear at the beginning of all these words? Yes, it is "d". Here are some other words that start like down. Dick and doll. Listen to each one and say it after me. Dictate-

dog dunce day dinner deer

duck die drum dress deep

Let's listen to a letter now that makes a sound like this. (Give the sound of "s"). Let's see and hear it in see, sally, soon. (Put the words on the board and underline the "s" part). Now listen and say these words after me. Make us mean the beginning "s". Dictate-

Susan school surprise snow store

so she say sees stop

Now a word with "s will finish each one of these sentences. See if you can think of the right word.

1. We buy things at a _____. store
2. We _____ at night. sleep
3. We are in _____ now. school
4. _____ is a girl's name. Sally Susan

That was good. Now I'm going to give you some riddles and I wonder if you can think of the right answer. Your answer will begin with "d".

5. They are yellow. They like the water and they say, "Quack, quack". ducks
6. He is called man's best friend. Boys and girls love to have one for a pet. You can play with him. He will help take care of your house. dog
7. It is round. When it is played it says, "Boom-boom". We see it at a parade. drum

Now let's see if you can answer these questions. Of course, a word beginning with "f" is going to be your answer.

8. Where do we see horses and cows? farm
9. What will burn us if we go near it? fire
10. What two numbers beginning with "f" make ten? five

Now let's play a game with "f", "d", and "s". I'll say a word that begins with one of these sounds. We'll have two teams and we'll see who can find the right letter at the board first. We'll keep score. Dictate-

1. We buy things at a _____. store

2. We _____ at night. sleep

3. We are in _____ now. school

4. _____ is a girl's name. Sally
Susan

That was good. Now I'm going to give you some riddles and I wonder if you can think of the right answer. Your answer will begin with "d".

5. They are yellow. They like the water and they say, "Quack, quack". ducks

6. He is called man's best friend. Dogs and girls love to have one for a pet. You can play with him. dog
He will help take care of your house.

7. It is round. When it is played it says "Boom-boom". dram
We see it at a parade.

Now let's see if you can answer these questions. Of course, a word beginning with "f" is going to be your answer.

8. Where do we see horses and cows? farm

9. What will burn us if we go near it? fire

10. What two numbers beginning with "f" make ten? five

Now let's play a game with "f", "d", and "s". I'll say a word that begins with one of these sounds. We'll have two teams and we'll see who can find the right letter at the board first. We'll keep score. Dictate-

1.	first	drum	fox	deep	fish
2.	stop	found	dinner	door	sleep
3.	dark	five	snow	some	do
4.	fun	splash	she	doll	saw
5.	so	four	soon	feet	Susan
6.	fly	see	farm	ducks	school
7.	said	down	friends	fine	Sally
8.	Saturday	fat	slow	straw	Dick

1.	first	drum	fox	deep	fish
2.	stop	found	dinner	door	sleep
3.	dark	five	snow	some	do
4.	fun	splash	she	doll	saw
5.	so	four	soon	feet	Susan
6.	fly	see	farm	ducks	school
7.	said	down	friends	time	Sally
8.	Saturday	fat	slow	screw	black

Review Lesson for Initial Consonants
P-J-H

To-day we are going to listen to the letter "p". Let's see if you can hear and see the letter in play, pretty, pony. (Put the words on the board as you say them and underline initial consonant). Listen to these words which begin with "p". (Give the sound). Dictate-

pigs	pets	Peter	pocket	point
poky	push	party	puppy	playing

Now we want you to listen to words that begin like Jim, jump, Jane. (Write the words on the board and underline "j" part in each word). Now say these words after me. They begin with "j" too. Dictate-

Jill	Jack	just
Joe	John	jolly
joke	jay	Johnny

Who can tell us the first letter in here, house, hen? (Write the words on the board and underline the initial consonant). Yes, it is "h". Now let's say some other words that begin with "h". Put your hand in front of your mouth when you say the words. Dictate-

hello	horses	home	happy	hop
hurry	helped	head	how	hill

Now here are some questions for you to answer. A word beginning with "p" will be right.

1. What do you sometimes have on your birthday? party

Review Lesson for Initial Consonants

P-1-H

To-day we are going to listen to the letter "p". Let's see if you can hear and see the letter in play, pretty, pony. (Put the words on the board as you say them and underline initial consonant). Listen to those words which begin with "p". (Give the sound). Dictate-

pigs pets Peter pocket point

pony pean party puppy playing

Now we want you to listen to words that begin like jim, jump, Jane. (Write the words on the board and underline "j" part in each word). Now say those words after me. They begin with "j" too. Dictate-

jail Jack just

Joe John jolly

joke jay Johnny

Who can tell us the first letter in here, house, hen? (Write the words on the board and underline the initial consonant). Yes, it is "h". Now let's say some other words that begin with "h". Put your hand in front of your mouth when you say the words. Dictate-

hello horses home happy hop

hurry helped head how hill

Now here are some questions for you to answer. A word beginning with "p" will be right.

1. What do you sometimes have on your birthday? party

2. What is a little dog called? puppy

3. Where can we keep a hanky? pocket

Here are three more questions but this time a word with "j" must be your answer.

4. What do girls and boys do when they play jump-rope? jump

5. What word means gay or happy? jolly

6. What is a boy's name beginning with "j"? Joe

Now I have some riddles for you because I know you like them. What letter do you think your answer will begin with? Yes, it is "h". (Give the sound).

7. It is the word we say when we answer the telephone. We say it to people when we meet them on the street, too. hello

8. They give us eggs. They say "Cluck,cluck". hens

9. This tells how Mother and Father feel when you do good work. happy

10. It is the place where you live. It may be brown or white. house home

Let's have some fun with "p"- "j" and "h". I'll say a word beginning with one of these sounds. You must give me a word beginning with the same sound. We'll put a flag on the board. If you can think of a word we'll write your name beside the flag.

2. What is a little dog called? puppy

3. Where can we keep a bank? pocket

Here are three more questions but this time a word with "j" must be your answer.

4. What do girls and boys do when they play jump-rope? jump

5. What word means gay or happy? jolly

6. What is a boy's name beginning with "j"? Joe

Now I have some riddles for you because I know you like them. What letter do you think your answer will begin with? Yes, it is "h". (Give the sound).

7. It is the word we say when we answer the telephone. We say it to people when we want them on the street.

too. hello

8. They give us eggs. They say "Cluck,cluck!" hens

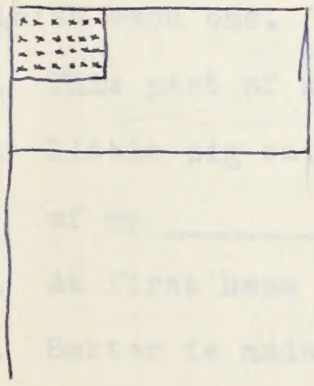
9. This tells how Mother and Father feel when you do good work. happy

10. It is the place where you live. It may be brown or white. house home

Let's have some fun with "p"- "j" and "h". I'll say a word beginning with one of these sounds. You must give me a word beginning with the same sound. We'll use a flag on the board. If you can think of a word we'll write your name beside the flag.

Dictate-

1.	help	play	hop	Jane	pull
2.	here	pony	her	jump	please
3.	hurry	pets	park	Jack	house
4.	Peter	head	Jim	he	jolly
5.	Patty	John	just	hill	hello
6.	Jane	hand	pocket	horse	Johhny
7.	hen	point	Joe	parade	potatoes
8.	Jill	happy	hair	part	honey



Dictate-

1. help	play	hop	Jane	pail
2. here	pony	her	jump	please
3. hurry	pete	park	jack	bones
4. Robert	head	jim	he	jolly
5. Patty	John	just	hill	hello
6. Jane	hand	pocket	horse	johnny
7. Ben	point	joe	garage	potatoes
8. Jill	happy	hair	part	honey

"ch" as a Beginning and Final Blend

To-day we are going to listen for words that begin like children, chickens, chin. (Write the words on the board as you say them and underline the "ch" part) The first two letters say "ch". (Give the sound).

Here are some other words which begin the same way. Listen carefully and say each word after me. Dictate

churn chimney chinny-chin-chin chatter
chairs change

Here are some sentences. A word that begins with "ch" will finish each one.

1. This part of my face is called my ___. chin
2. Little pig said to the wolf, "Not by the hair of my _____." Chinny-chin-chin
3. At first hens are little _____. chickens
4. Butter is made in a _____. churn
5. Smoke goes up a _____. chimney
6. You are sitting on a _____. chair
7. When we buy bread the money we get back from the grocer is called _____. change
8. Little people such as you are called _____. children

Now listen for words that end with "ch". (Write the words on the blackboard as you say them.) Listen and say these words after me.

catch each much watch which

"ch" as a Beginning and Final Sound

To-day we are going to listen for words that begin like children, chicken, chin. (Write the words on the board as you say them and underline the "ch" part.) The first two letters say "ch". (Give the sound).

Here are some other words which begin the same way. Listen carefully and say each word after me. Dictate

church chimney china-chin-chin chapter

chair change

Here are some sentences. A word that begins with "ch" will finish each one.

1. This part of my face is called my ____. chin
2. Little pig said to the wolf, "Not by the hair of my _____." China-chin-chin
3. At first bees are like ____. children
4. Butter is made in a _____. church
5. Smoke goes up a _____. chimney
6. You are sitting on a _____. chair
7. When we buy bread the money we get back from the grocer is called _____. change
8. Little people such as you are called _____. children

Now listen for words that end with "ch". (Write the words on the blackboard as you say them.) Listen and say these words after me.

each much watch which

Who can find the "ch" part and underline the sound?

Here are some more words ending with "ch". Listen and say them after me.

lunch branch such touch reach

What sound did you hear at the end of each word? Yes, it was "ch". That was fun. Now let's play a game with "ch".

I'm going to say some words that begin or end with "ch". I'll say the word. You say the word after me and say beginning or end. We'll put your initials on the board if you have sharp ears.

catch	which	reach
each	churn	chatter
children	chimney	branch
much	chairs	chickens
such	chin	touch
watch	lunch	chinny-chin-chin

Who can find the "ch" part and underline the sound?

Here are some more words with "ch". Listen and say them after me.

lunch French ranch bench reach

What sound did you hear at the end of each word? Yes, it was "ch". That was fun. Now let's play a game with "ch".

I'm going to say some words that begin or end with "ch". I'll say the word. You say the word after me and say beginning or end. We'll put your initials on the board if you have three wins.

catch which teach

each chair chalk

children chimney branch

much quite chicken

reach skin touch

watch lunch chimney-sweep-chim

"sh" as a Beginning and Final Blend

Yesterday we listened for words that begin with "ch" like chickens, children, chairs. To-day we are going to listen to a different sound. We often say it if we want you to be very quiet. It says, "sh". (Give the sound for the children). These words begin with "sh". (Write the words as you say them.)

she shovel show

Who can draw a ring around the "sh" part?

I'm going to say some words that begin with "sh". Listen and say these words.

shout shook short
shut sheep shoes
shortest shorter should

Now we'll see whose ears are wide open! Here are some stories about words that begin with "sh". See if you can guess the right word. Remember it must begin with "sh".

1. We can dig a hole with it. shovel
2. We go there on Saturday. show
3. When we yell out very loud we do it. shout
4. It's the opposite of open. shut
5. We get wool from these animals. sheep
6. We wear them on our feet. shoes
7. It's the opposite of tall. short
8. You did it to your bank to see if there was any money in it. shook

"ah" as a Beginning and Final Sound

Yesterday we listened for words that begin with "ah" like chickens, children, chairs. To-day we are going to listen to a different sound. We often say it if we want you to be very quiet. It says, "ah". (Give the sound for the children).

These words begin with "ah". (Write the words as you say them.)

ahe ahovel ahow

Who can draw a ring around the "ah" part?

I'm going to say some words that begin with "ah". Listen and say these words.

about ahook ahort

ahut ahoop ahoes

ahortcut ahorter ahould

Now we'll see whose ears are wide open! Here are some stories about words that begin with "ah". See if you can guess the right word. Remember it must begin with "ah".

1. We can dig a hole with it. ahovel
2. We go there on Saturday. ahow
3. When we yell out very loud we do it. ahout
4. It's the opposite of open. ahut
5. We get wool from these animals. ahoop
6. We wear them on our feet. ahoes
7. It's the opposite of tall. ahort
8. You did it to your bank to see if there was any money in it. ahook

Your ears were certainly opened that time. But now we are going to fool you. Now listen for "sh" at the end of words. (Write the words on the blackboard as you say them).

fish push splash

What sound did you hear? Yes, you are right. It says, "sh". Who can circle the "sh" part?

Let's say some other words that end with "sh".

swish wish wash thresh

Now let's find out who's wide awake because I'm going to fool you if you don't listen. Here are two boxes. One is for words that begin with "sh" and the other for words that end with "sh".

I'll say a word. You must come and point to the right box. I'll put your name in the box if you are right. (Dictate the following list and write the word under the proper box after the child has pointed.)

she	shovel	wash	fish
show	shout	thresh	swish
shook	short	shoes	wish
sheep	push	shut	shortest
splash	shorter	should	

Your ears were certainly opened that time. But now we are going to fool you. You listen for "ah" at the end of words. (Write the words on the blackboard as you say them).

lick	gash	splash

What sound did you hear? Yes, you are right. It says, "ah". Who can circle the "ah" part?

Let's say some other words that end with "ah".

walnut	walk	wran	thrash

Now let's find out who's with whom because I'm going to fool you if you don't listen. Here are two boxes. One is for words that begin with "ah" and the other for words that end with "ah".

ah-	-ah

I'll say a word. You stay seen and point to the right box. I'll put your name in the box if you are right. (Complete the following list and write the word under the proper box after the child has pointed).

ship	travel	wash	flash
than	about	thrash	walnut
shock	night	shop	lack
sheep	wran	what	shortcake
splash	shocker	shight	

"th" as a Beginning and Final Speech Consonant

To-day we are going to listen to words that begin like then, thank,they. (Write words on the blackboard as you say them). These words begin with the sound "th". Who can find the letters that say "th"? Yes, that's right. The first two letters say "th".

Here are some other words beginning with "th". Listen very carefully and say them after me. (Dictate these words).

than	that	the	their
them	there	thing	think
third	this	those	thought

Here are some sentences with a missing word. See if you are a good detective and can find a word beginning with "th" for each sentence.

1. We say_____ you when someone gives us something.	thank
2. Next year you will be in the _____ grade.	third
3. A horse is larger ____ a pony.	than
4. _____ lost their hats.	They
5. _____ are twelve things in a dozen.	There
6. _____ is a good day.	This
7. Is ____ little boy your brother?	that
8. Bob had his breakfast. ____ he went to school.	Then

Now we are going to listen to "th" at the end of words like in both, earth, with. (Put words on the board as you say them. Who can find the part that says "th"?

"th" as a beginning and final sounds Consonant

To-day we are going to listen to words that begin like them, think. (Write words on the blackboard as you say them). These words begin with the sound "th". Who can find the letters that say "th"? Yes, that's right. The first two letters say "th".

Here are some other words beginning with "th". Listen very carefully and say them after me. (Dictate these words).

then	that	the	their
than	there	being	think
third	this	those	thought

Here are some sentences with a missing word. See if you are a good detective and can find a word begin-ing with "th" for each sentence.

1. We say _____ you when someone gives us something. (thank)
2. Next year you will be in the _____ grade. (third)
3. A horse is larger ____ a cow. (than)
4. _____ lost their keys. (they)
5. _____ are twelve things in a dozen. (There)
6. _____ is a good day. (This)
7. Is ____ little boy your brother? (that)
8. Don'nad his brother. ____ he went to school. (then)

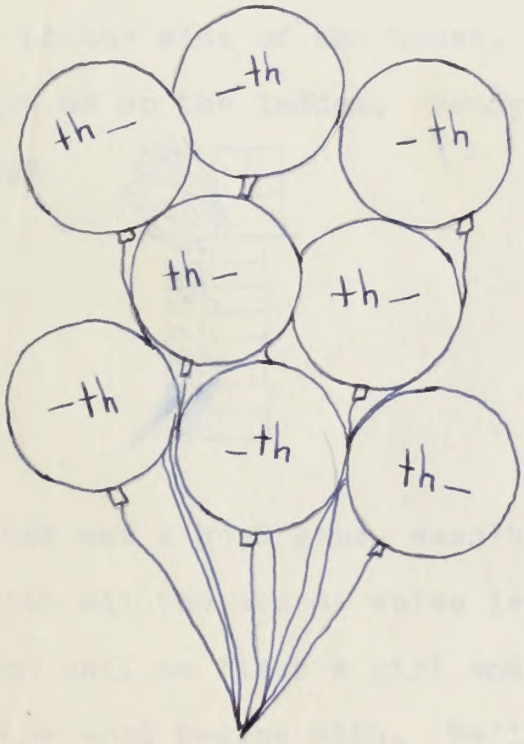
Now we are going to listen to "th" at the end of words like in both, earth, with. (Put words on the board as you say them. Who can find the word that says "th"?

Yes, that's right. You see it comes at the end of the word. Now listen and say these words after me.

both earth with teeth south month

What does "th" say?

Now I have some balloons for you to buy to-day. Who would like to buy a balloon? Good. Some balloons begin with"th" while others end with "th". If you can think of a word that begins with "th" you may buy one of those. If you would like one that ends in "th", give me a word that ends in "th". You may come to the board and erase the balloon you buy.



Yes, that's right. You see it comes at the end of the word.

Now listen and say those words after me.

both earth with teeth South mouth

What does "th" say?

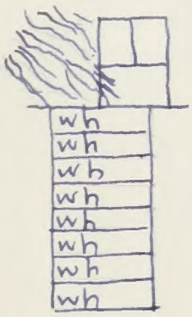
Now I have some balloons for you to buy to-day. Who would like to buy a balloon? Good. Some balloons begin with "th" while others end with "th". If you can think of a word that begins with "th" you may buy one of these. If you would like one that ends in "th", give me a word that ends in "th".

You may come to the board and erase the balloon you buy.

"wh" as a Beginning Speech Consonant and Review of "ch", "sh", "th" and "wh" as Beginning Sounds

Listen for a new sound to-day. Listen to what, when, where. (Put words on the blackboard as you say them). Who can find the part that says"wh"? Now let's have sharp ears and listen for "wh" in these words. Dictate which, white, why.

Let's play a game with words that begin with "wh". (Give the sound). We'll pretend that a house is on fire and you are the firemen coming to put thefire out. We'll have a ladder at the side of the house. Words that begin with "wh" will get us up the ladder. Ready? Who can help us get to the top?



That was a good game, wasn't it? Now let's play another game with all the sounds we've learned so far. I'll say a word and call on first a girl and then a boy to tell me what sound the word begins with. We'll keep score and see whether the boys' ears are sharper than the girls'. Listen carefully. Dictate

what those chimney shook then why

"wh" as a Beginning Speech Consonant and Review of "ch", "sh", "th" and "wh" as Beginning Sounds

Listen for a new sound to-day. Listen to what, when, where. (Put words on the blackboard as you say them). Who can find the part that says"wh"? Now let's have short vowels and listen for "wh" in these words. Dictate white, while, why.

Let's play a game with words that begin with "wh". (Give the sound). We'll pretend that a house is on fire and you are the fireman coming to put theirs out. We'll have a ladder at the side of the house. Words that begin with "wh" will get us up the ladder. Ready? Who can help us get to the top?

That was a good game, wasn't it? Now let's play another game with all the sounds we've learned so far. I'll say a word and call on first a girl and then a boy to call me back sound the word begins with. We'll keep score and see whether the boys' team or girls' team the girls'. Listen carefully. Dictate

what those ordinary shoes show why

thing	chin	children	thank	white	think
churn	she	that	which	this	shovel
the	where	their	them	shout	when
short	what	then	show	there	they
		third	shout		

"st" as a Beginning Blend

To-day we are going to put two letters together to make "st". (Give the sound and write it on the board). Listen carefully and see if you can find the part that says "st". Dictate stand, start, stay. (Put the words on the board and have the "st" part circled).

Here are some more words that begin with "st". You may say them after me. Dictate

stick	sting	stop	stopped	store
story	stamp	star	stairs	storekeeper
station	stood	steps	still	

Now I am going to ask you some questions and you will give me the answer. Who can guess what you answer will begin with? That's right, each word will begin with "st".

1.	What do we climb in the house?	stairs
2.	Where does the train stop?	station
3.	What do we have to put on a letter?	stamp
4.	What do we see in the sky at night with the moon?	star
5.	What do we do when we salute the flag?	stand
6.	Where can we buy groceries?	store
7.	What is a thin piece of wood called?	stick
8.	What do the cars do at the red light?	stop
9.	What is another word for begin?	start
10.	What is another word for quiet?	still

"ch" as a Beginning Blend

To-day we are going to put two letters together to make "ch". (Give the sound and write it on the board). Listen carefully and see if you can find the part that says "ch". Distribute chart, chest, chair. (Put the words on the board and have the "ch" part underlined).

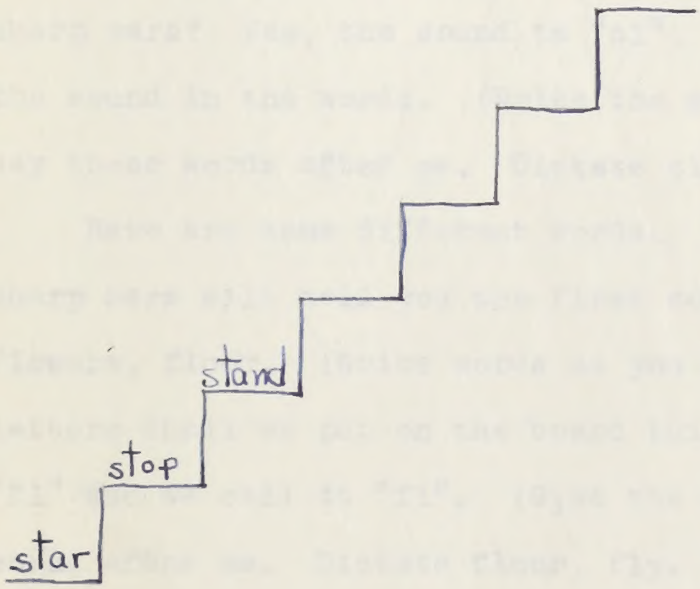
Here are some more words that begin with "ch". You may learn after me. Distribute

chin	chick	chop	chopped	chose
chary	champ	chat	charity	chronicler
chalion	chood	chaps	chill	

Now I am going to ask you some questions and you will give me the answer. Who can guess what your answer will be in ch? That's right, each word will begin with "ch".

1. What do we climb in the morning? chairs
2. Where does the train stop? station
3. What do we have up put on a letter? stamp
4. What do we ask in the dry at night with the moon? chat
5. What do we do when we smile the first? chood
6. Where can we buy groceries? chop
7. What is a thin piece of wood called? stick
8. What do his days do at the top light? chop
9. What is another word for cheap? chat
10. What is another word for quiet? still

Let's have some fun with words that begin with "st". I'll draw some stairs on the board and let's see if we can think of a word for each step. If we can climb these stairs I'll put on another stairs and we'll see if we can climb down them.



Let's have some fun with words that begin with "ar".

I'll draw some stairs on the board and let's see if we can think of a word for each step. If we can climb these stairs I'll put on another stairs and we'll see if we can climb down them.

"bl", "cl" and "fl" as Beginning Blends

To-day I want you to listen to some words that begin like black, blue and blow. Listen again. Say the words after me. (Write the words on the board as you say them). Who knows what sound each word begins with? Yes, it is "bl". Let's write it on the board.

Close your eyes. Listen to these words. Be ready to tell us what you heard. Dictate clean, clothes, climb. Who has sharp ears? Yes, the sound is "cl". Let's see who can find the sound in the words. (Write the word on the board). Now say these words after me. Dictate cluck, clowns, clock.

Here are some different words. Stand and see if your sharp ears will tell you the first sound. Listen to flew, flowers, floor. (Write words as you say them). What two letters shall we put on the board this time? Yes, they are "fl" and we call it "fl". (Give the sound). You say these words after me. Dictate flour, fly.

Now I'm going to read some riddles to you and I want you to guess the answer. Remember your answer will begin with one of the sounds on the board. Be sure to tell us what the first two letters of your word are.

1. They are at the circus. They dress in funny clothes. They make us laugh. clowns
2. We wear them all the time. We try to keep them neat and clean. They keep us warm, too. clothes

"bl", "cl" and "fl" as Beginning Blends

To-day I want you to listen to some words that begin like black, blue and blow. Listen again. Say the words after me. (Write the words on the board as you say them). Who knows what sound each word begins with? Yes, it is "bl". Let's write it on the board.

Close your eyes. Listen to these words. Be ready to tell us what you hear. Dictate class, clothes, click. Who has sharp ears? Yes, the sound is "cl". Let's see who can find the sound in the words. (Write the word on the board). How say these words after me. Dictate clark, clown, clock.

There are some different sounds. Stand and see if your sharp ears will tell you the first sound. Listen to flow, flowers, floor. (Write words as you say them). What two letters shall we put on the board this time? Yes, they are "fl" and we call it "fl". (Give the sound). You say these words after me. Dictate flour, fly.

Now I'm going to read some riddles to you and I want you to guess the answer. Remember your answer will begin with one of the sounds on the board. Be sure to tell us what the first two letters of your word are.

1. They are at the circus. They dress in funny clothes. They make us laugh. clowns

2. We wear them all the time. We try to keep them neat and clean. They keep us warm, too. clothes

3. The wind can do it to boats and hats. You do it to the candles on your birthday cake. blow

4. It tells us the time to do things. It has a face and hands. It is in our room. clock

5. They grow in the garden. We cut them and put them in a vase. They are very pretty. flowers

6. It is the color of the sky on a good day. It is one of the colors in the flag. blue

7. We stand on it. My desk is on it. Your desk and chair are on it, too. floor

8. An airplane does it. A bird can do it, too. fly

9. Boys like to do this. We do it when we go upstairs. climb

10. This word means very neat. It is the way we should keep our teeth, our clothes, and our shoes. clean

This was a lot of fun. Now let's play another game. This time I'll say a word and you may go to the board and find the sound that the word begins with. Ready. Listen carefully. (Dictate the following words).

black	flew	clean	clowns	blew
flour	climb	clothes	floor	blow
fly	cluck	clock	blue	flowers

Boston University

5. The wind can do lots to boats and kites. You do it to the
   candles on your birthday cake.
4. It helps us like to do things. It has a long and
   brown. It is in our room.
3. They grow in the garden. We put them and put them in
   a vase. They are very pretty.
2. It is the color of the sky on a good day. It is one of
   the colors in the flag.
1. We stand on it. My desk is on it. Your feet and chair
   are on it, too.

8. An airplane does it. A bird can do it, too.
9. Boys like to do this. We do it when we go outside.

10. This word means very much. It is too cold to go outside.
    Keep our teeth, our clothes, and our house.
    This has a lot of fun. You let's play another game.
    This flag flit may a move and you may go to the board and
    find the sound that the word begins with. Ready. Listen
    carefully. (Display the following words).

blank	flew	clean	clown	slow
flour	color	clothes	floor	new
fly	clock	cloud	blue	flowers

"pl" and "sl" as Beginning Blends

To-day we are going to listen to words that begin like play, place, plant. (Put words on the board). What sound did you hear in each word? Yes, two letters "p" and "l" make the sound "pl". Let's draw a line under them. Here are some other words that begin with "pl". Say them after me carefully. Dictate - playing, pleasant, please, plenty.

Now we are going to listen to two other letters that go together to make just one sound. Close your eyes and listen for the first two letters in sleep, slow, slide. Open your eyes. Who can tell us what the first two letters are? Yes, the sound is "sl". (Put words on board and underline "sl"part) Now listen to these words and say them after me., Dictate- sleepy, slower, sleds, sliding, sly, slowly.

Let's see if you can give us a word that begins with either "pl" or "sl". (Have different children give words for either blend).

Here are some sentences. See if you can give us the right word to finish the sentence. Remember the word must begin with either "pl" or "sl".

1. If we are tired it means we are _____. sleepy
2. We do it at recess time. When we have fun in a game, we are _____. playing
3. Cars must go around corners _____. slowly

"pl" and "al" as beginning blends

To-day we are going to listen to words that begin like play, please, plant. (Put words on the board). What sound did you hear in each word? Yes, two letters "p" and "l" make the sound "pl". Let's draw a line under them. Here are some other words that begin with "pl". Say them after me carefully.

Dictate - playing, planned, please, plenty.

Now we are going to listen to two other letters that go together to make just one sound. Close your eyes and listen for the first two letters in sleep, slow, slide. Open your eyes. Who can tell us what the first two letters are? Yes, the sound is "sl". (Put words on board and underline "sl"part) Now listen to these words and say them after me. Dictate- sleepy, slower, slept, slide, slide, sly, slowly.

Let's see if you can give us a word that begins with either "sl" or "pl". (Have different children give words for either blend).

Here are some sentences. See if you can give us the right word to finish the sentence. Remember the word must begin with either "pl" or "sl".

1. If we are tired it means we are _____. sleepy
2. We do it at recess time. When we have fun in a game, we are _____. playing
3. Dare not go around corners _____. slowly

4. We can use our _____ when the snow is on the ground. sleds

5. A fox is very _____. sly

6. A sunny day is _____. pleasant

7. A polite word is _____. please

8. If you eat enough apples it means you have had _____. plenty

9. The flower on the window-sill is called a _____. plant

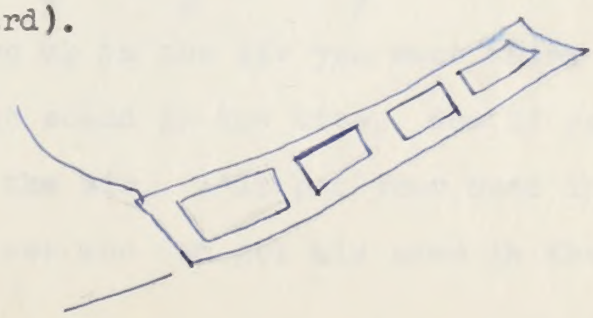
10. We go_____with our sleds. sliding

Now we'll play a little game with "pl" and "sl". I'll draw a small plant on the board for words that begin with "pl" and a sled for words beginning with "sl". Then I'll say a word and you may come to the board and point to either the plant or the sled. We'll write your name under one of them if you're right. Ready, listen carefully. Dictate.

place plant sleds plenty slowly sleep playing

sly play slide sliding sleepy slow pleasant

(Have children add other words to the list and identify the proper blend at the board).



4. We can see our _____ when the snow is on the ground. slide

5. A fox is very _____. sly

6. A sunny day is _____. pleasant

7. A polite word is _____. please

8. If you eat enough spinach it means you have had _____. plenty

9. The flower on the apple-tree is called a _____. plant

10. We go _____ with our slide. sliding

Now we'll play a little game with "pl" and "sl".

I'll draw a small plant on the board for words that begin with "pl" and a slide for words beginning with "sl". Then I'll say a word and you may come to the board and point to either the plant or the slide. We'll write your name under one of them if you're right. Ready. Listen carefully. Please.

please plant slide plenty slowly slope plenty

sly play slide sliding slow pleasant

(Have children make other words to the list and identify the proper blend on the board).

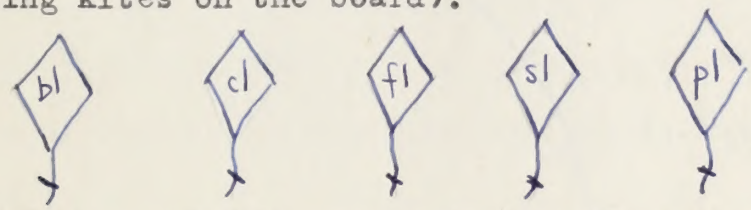
Review Exercise for "bl", "cl", "fl", "pl", "sl" as Beginning Blends

Let's have two children at the board. I'll say some words that begin like blue, clock, floor, please, sleep. (Write the blend on the board as you say the word). I'll say five words and you must write the first sound you hear in each word. Ready? If you have sharp ears you will get a star on your collar.

Dictate these words in groups of five for each set of children.

sleep	place	plant	slower	clean	black	fly
clock	climb	fly	plenty	flour	sleds	sliding
black	sleepy	clothes	flowers	playing	clowns	clock
flew	blew	slow	blue	slide	pleasant	please
play	floor	blow	cluck	blow	sly	slowly

That was fun. Let's fly some kites now. (Put the following kites on the board).



To make each kite go up in the air you must think of a word that begins with the sound in the kite. See if you can get all the kites up in the air. I'll put your name in a big kite if you can. Let's see who can get his name in the kite.

Devise Exercise for "ol", "ar", "cl", "ol", "al" as Beginning Blends

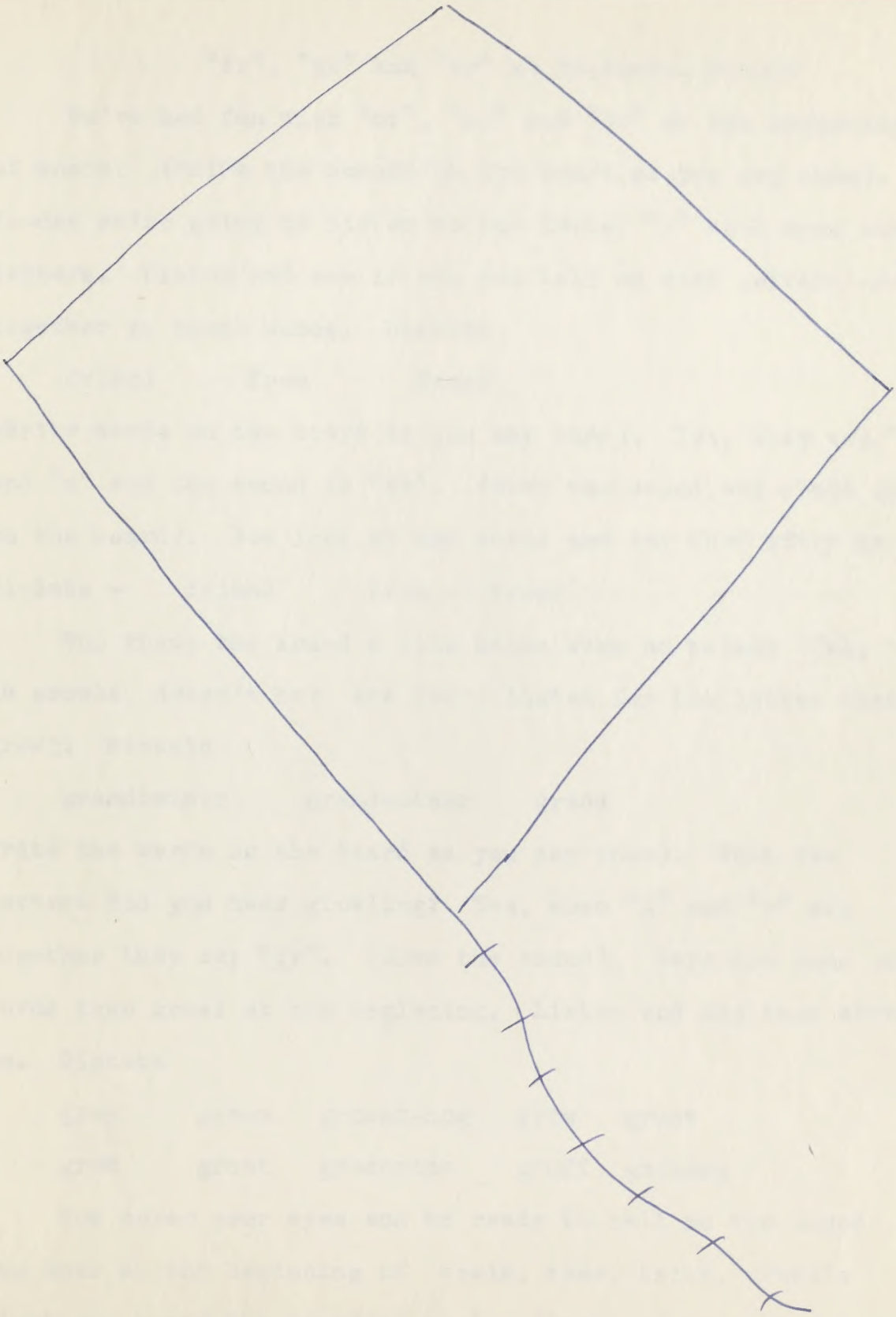
Let's have two children at the board. I'll say some words that begin like: clock, floor, please, clean. (Write the blend on the board as you say the word). I'll say five words and you must write one first sound you hear in each word. Ready? If you have hard work you will get a star on your collar.

Diskele funny words in groups of five for each set of children.

clean	plane	plant	clover	clean	fly
clock	climb	fly	cloudy	flour	cloud
black	slept	clothes	flood's	playing	please
flew	blue	slow	blue	alike	pleasure
play	floor	slow	clock	blow	sly

Then was run. Let's fly some kites now. (Put the following kites on the board).

To make each kite go up in the air you must have a word that begins with the sound in the kite. See if you can get all the kites up in the air. I'll put your name in a big kite if you can. Let's see who can get all back in the kite.



"fr", "gr" and "tr" as Beginning Blends

We've had fun with "br", "cr" and "dr" at the beginning of words. (Write the sounds on the board as you say them). To-day we're going to listen to the letter "r" with some other letters. Listen and see if you can tell us what letters are together in these words. Dictate.

friend from front

(Write words on the board as you say them). Yes, they are "f" and "r" and the sound is "fr". (Give the sound and write it on the board). Now look at the words and say them after me. Dictate - friend from front

Who knows the sound a lion makes when he talks? Yes, he growls, doesn't he? Now let's listen for the letter that growls. Dictate

grandfather grandmother grass

(Write the words on the board as you say them). What two letters did you hear growling? Yes, when "g" and "r" are together they say "gr". (Give the sound). Here are some other words that growl at the beginning. Listen and say them after me. Dictate

gray green ground-hog grow grunt

grew great groceries gruff grocery

Now cover your eyes and be ready to tell me the sound you hear at the beginning of train, tree, trick. That's right you heard the sound of "tr". (Give the sound and write

"tr", "gr" and "br" as Beginning Blends

We've had fun with "br", "gr" and "dr" as the beginning of words. (Write the sounds on the board as you say them). To-day we're going to listen to the letter "r" with some other letters. Listen and see if you can tell us what letters are together in these words. Dictate.

friend from front

(Write words on the board as you say them). Yes, they are "f" and "r" and the sound is "fr". (Give the sound and write it on the board). Now look at the words and say them after me.

Dictate - friend from front

Who knows the sound - Jim replies when he talks? Yes, he guessing, doesn't he? Now let's listen for the letter that comes. Dictate

grandfather grandmother grass

(Write the words on the board as you say them). What two letters did you hear growling? Yes, when "r" and "g" are together they say "gr". (Give the sound). Here are some other words that crawl at the beginning. Listen and say them after me. Dictate

gray green ground-hog grow grunt

grow great grandma grass grass-hopper

Now cover your eyes and be ready to tell me the sound you hear at the beginning of train, tree, train. Dictate right you heard the sound of "tr". (Give the sound and write

it on the board). Listen and say these words after me.

Dictate-

tried try trot trip truck troll trap

Now let's have some fun with "fr", "gr" and "tr". We'll pretend they are little boys having a race. Look at their pictures on the board. You may think of a word for any sound. I'll write the word under the picture. Let's see which sound will win!

Review Exercise for "fr", "gr" and "tr" as

Beginning Blends

Who knows what letters are together in "fr"? (Give the sound). They are "f" and "r" and they say "fr". (Give the sound and write it on the board). Now tell us the letters that are together in growl, gray, green. Yes, you hear "g" with "r" and they are "gr". (Give the sound and write it on the board). When you hear these words tell us the sound you hear. Listen to truck, trip, trot. (Write words on the board as you say them). Yes, you hear "tr".

Now let's plant a flower garden of words that begin with "fr", "gr" and "tr". I'm going to read some sentences to you that will have words beginning with these sounds. If you can tell us the word you hear we'll take it out of the sentence and plant it in the garden. Ready? Let's see how many flowers we can plant in our garden.

1.	Animals do tricks in the circus.		tricks
2.	The grass in our garden is green.	grass	green
3.	We must try to do good work in school		try
4.	Mother gets groceries at the store.		groceries
5.	The train goes along on a track.	train	track
6.	Bob is John's friend.		friend
7.	I am standing in the front of the room.		front
8.	A horse can trot.		trot
9.	Jane brought a book from home.		from

Review Exercise for "fr", "gr" and "tr" as Beginning Blends

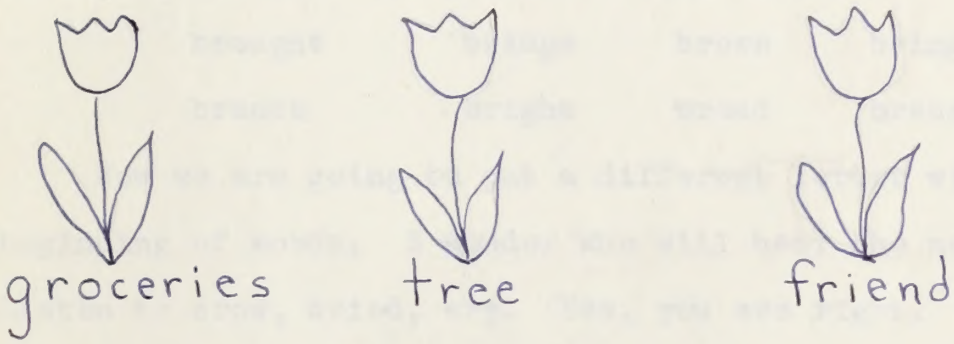
Who knows what letters are together in "fr"? (Give the sound). They are "f" and "r" and they say "fr". (Give the sound and write it on the board). Now tell us the letters that are together in grow, gray, green. Yes, you hear "g" with "r" and they are "gr". (Give the sound and write it on the board). When you hear these words tell us the sound you hear. Listen to truck, trip, tree. (Write words on the board as you say them). Yes, you hear "tr".

Now let's plant a flower garden of words that begin with "fr", "gr" and "tr". I'm going to read some words now to you that will have words beginning with these sounds. If you can tell us the word you hear we'll take it out of the mailbox and plant it in the garden. Ready? Let's see how many flowers we can plant in our garden.

1. Animals do tricks in the circus. tricks
2. The grass in our garden is green. grass green
3. We must try to do good work in school try
4. Mother gets groceries at the store. groceries
5. The train goes along on a track. train track
6. Bob is Jane's friend. friend
7. I am standing in the front of the room. front
8. A horse can trot. trot
9. Jane brought a book from home. from

10. The cat ran up the tree. tree

Now how many of you can think of some words that begin with "fr", "gr" or "tr". I'll plant a pretty flower every time you give me a word.



"br","cr","dr" as Beginning Blends

To-day let's listen to some other letters that go together to make one sound. Listen to breakfast, brick, brother. (Put the words on the board as you say them). Yes, it is "br". We will draw a ring around the "br" part in each word.

Here are some other words that begin with "br". Listen carefully and say each word after me. Dictate

brought	bridge	brown	bring
branch	bright	bread	branches

Now we are going to put a different letter with"r"at the beginning of words. I wonder who will hear the new letter? Listen to crow, cried, cry. Yes, you are right. You heard "c" with the "r" this time. It is the sound of "cr". (Write "cr" on the board as the sound is given). Now say these words again. Repeat crow, cried, cry. (Write words on the board as you say them). Dictate - cream, crack, cries. (Have children say these after you).

This time put your head down on your desk and listen to drop, drum, drive. What sound did you hear? Raise your head and stand if you know. Yes, it was "dr". (Give the sound as it is being written at the board). (Write words and have sound of "dr" underlined).

These words begin with "dr" also. Listen first and then say the word. Dictate- dress, drink, dropped.

"br", "cr", "dr" as beginning blends

To-day let's listen to some other letters that go together to make one sound. Listen to Brownie: brick, crocker. (Put the words on the board as you say them). Yes, it is "br". We will draw a ring around the "br" part in each word.

Here are some other words that begin with "br". Listen carefully and say each word after me. (Write

brought bridge brown bring

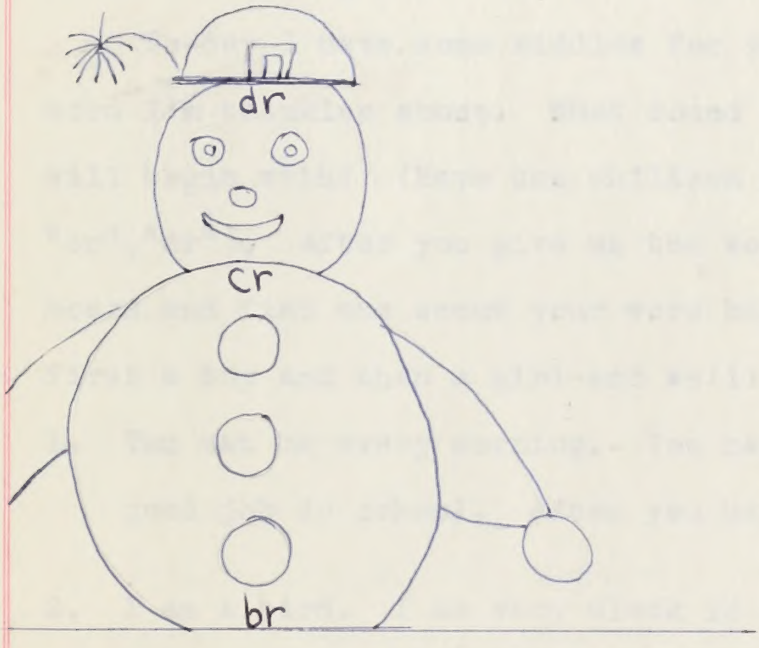
branch bright brush brother

Now we are going to put a different letter with "r" at the beginning of words. I wonder who will hear the new letter? Listen to crow, cried, cry. Yes, you are right. (We board "c" with the "r" this time. It is the sound of "cr". (Write "cr" on the board as this sound is given). Now say these words again. Repeat crow, cried, cry. (Write words on the board as you say them). Dictate - crown, crack, crisp. (Have children repeat these after you).

This time put your head down on your desk and listen to drop, drum, drive. What sound did you hear? Raise your head and stand if you know. Yes, it was "dr". (Write the sound as it is being written on the board). (Write words and have sound of "dr" underlined).

Those words begin with "dr" also. Listen first and then say the word. Dictate- dress, drink, dropped.

Now let's play a game with these three sounds. Look at the snowman on the board. You see he has been made with the three sounds we just listened for. What are those sounds? (Have the children give the sound of "br", "cr", "dr") You see the bottom is made with "br"; the middle part with "cr" and his head with "dr". Who can build a snowman? I'll draw one on the board for you if you can give us a word for each sound. We'll put your initials on his hat if you can make him.



Now let's play a game with these three sounds.

Look at the snowman on the board. You see he has been made with the three sounds we just listened for. What are those sounds? (Have the children give the sound of "br", "ar", "dr") You see the bottom is made with "br"; the middle part with "ar" and his head with "dr". Who can build a snowman? I'll draw one on the board for you if you can give us a word for each sound. We'll put your buildings on this but if you can make them.

Review Exercise for "br","cr", "dr" as Beginning Blends

(Put the following circles on board.)

Who can tell me what two letters say "br"? You may find them on the board. Who can tell us the sound in the second circle? Yes, it says "cr". (Give the sound). Who knows what sound I'm giving now? (Give the sound of "dr").

To-day I have some riddles for you. You must guess the word I'm thinking about. What sound do you think these words will begin with? (Have the children give the sound of "br", "cr","dr"). After you give us the word you may come to the board and find the sound your word begins with. I'll call on first a boy and then a girl and we'll keep score.

1. You eat me every morning. You have to have me to do a good job in school. After you have me you come to school. breakfast
2. I am a bird. I am very black in color. I say "Caw, Caw". Sometimes I play tricks on people. I am a _____ crow.
3. You see them in a parade. They can make a big noise.when you play on them. They are round and they say "Boom! "Boom"! drums
4. It is a color. Sometimes we wear shoes this color. Our desks and the woodwork are the color I'm thinking of.

Review exercise for "or", "o", "dr" as Beginning Sounds

(Put the following circles on board.)

Who can tell me what two letters say "or"? You say first then on the board. Who can fill in the sound in the second circle? Yes, it says "or". (Give the sound). Who knows what sound I'm giving now? (Give the sound of "dr").

To-day I have some riddles for you. You must guess the word I'm thinking about. What sound do you think these words will begin with? (Have the children give the sound of "or", "o", "dr"). After you give me the word you may come to the board and find the sound your word begins with. I'll call on first a boy and then a girl and we'll keep score.

1. You get up every morning. You have to have on to do a good job in school. After you have ate you come to school. breakfast

2. I am a tool. I am very sharp in color. I say "Ca. Ca". axe

Sometimes I play tricks on people. I am a _____ axe.

3. You see them in a parade. They are make a big noise when you play on them. They are round and they say "Boom! "Boom"! drums

4. It is a color. Sometimes we wear about this color. Orange leaves and the woodwork are the color I'm thinking of.

brown

5. Babies do this when they want something. Sometimes we do it if we hurt ourselves on the playground. cry

6. We do it to milk or water. You like to get one at recess time. drink

7. We eat this with butter or jam. It is white or dark color. You like a slice of it when you come home from school. bread

8. Daddy does this to his car. A bus driver has to do it all day long. drive

9. We are part of a tree. We grow out from the limb. Leaves grow on us. branches

10. I'm white color and I come in a bottle. You can whip me and put me on strawberry shortcake. I look pretty and I taste good. cream

That was fun. Now I'll say some words and I want you to tell me the first two letters of each word. We'll put your name under the circle. Dictate these words.

brick	cried	breakfast	drop	brother
drum	drive	crow	cries	dropped
brought	crack	brown	bring	bright
bridge	bread	dress	branch	branches
	cry	cream	drink	

5. Sandra do this when they wash dishes. To relax we do it if we work overlyes on the playground. dry

6. We do it in milk or water. You like to get one at recess time. drink

7. We set this with butter or jam. It is white or dark color. You like a slice of it when you come home from school. bread

8. Daddy does this to his car. A bus driver has to do it all day long. drive

9. We see part of a tree. We grow out from the limb. Leaves grow on us. branches

10. I'm white color and I come in a bottle. You can wash me and put me on strawberry shortcake. I look creamy and I taste good. cream

That was fun. Now tell any some words and I want you to tell me the first two letters of each word. Write the words under the circle. Circle these words.

drink	drive	breakfast	drop	crystal
draw	drive	grow	under	crossed
brought	cream	brown	tring	bright
bridge	broken	dress	branch	breaches
	dry	grass	drink	

Review of "th", "wh", "fl", "pl", "sl", "dr", "fr","gr"

as Beginning Blends

(Put these sounds on the board and have the children give the sound of each).

To-day I'll read some words to you. Three of them will start with the same sound and one will be different. See if you can tell us the beginning sound you hear most often.

(Put your head down on your desk. If you know the sound raise your head. I'll walk around and let you whisper the sound to me . Dictate

the	than	see	thank
what	when	where	umbrella
dog	floor	flew	fly
place	play	egg	playing
slow	slower	sleepy	birthday

That was fun. (Now stand. If you know the sound sit down quietly . Dictate

drum	apple	drop	dress
busy	front	from	friend
gray	green	grow	elephant
those	this	third	glad
why	night	white	which

This time you may sit up tall. (If you know the sound stand up quickly).

flowers	floor	sleepy	flew

Review of "th", "wh", "fl", "pl", "ai", "ar", "fr", "gr"

as Beginning Sounds

(Put these sounds on the board and have the children give the sound of each).

To-day I'll read some words to you. Three of them will start with the same sound and one will be different. See if you can tell us the beginning sound you hear most often.

(Put your head down on your desk. If you know the sound raise your head. I'll walk around and let you write the sound to me . Dictate

the	then	see	thank
what	when	where	umbrella
dog	floor	flew	fly
place	play	see	playing
slow	slower	sleepy	birthday

That was fun. (Now stand. If you know the sound sit down quietly . Dictate

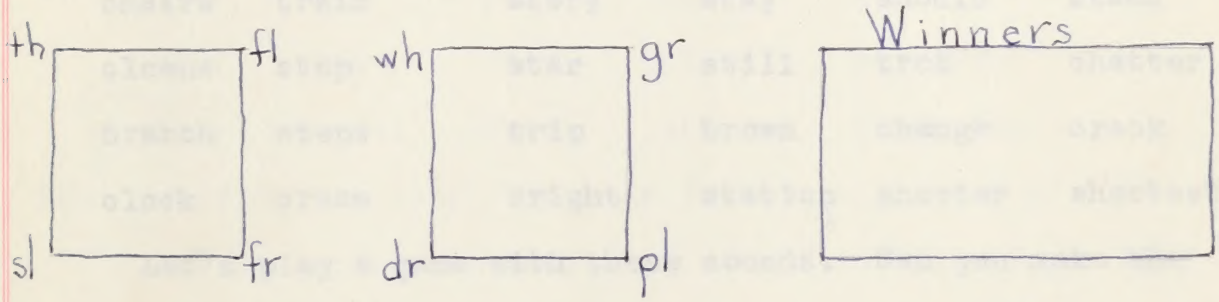
drum	apple	drop	dress
bury	front	from	friend
gray	grade	green	elephant
those	this	third	glad
why	might	white	which

This time you may sit up tall. If you know the sound stand up quickly .

flowers	floor	sleepy	flew

pleasant	please	plenty	spot
Ellen	slide	sleds	sliding
drive	dress	drink	fat
from	catch	front	friendly
churn	grew	gruff	groceries

Now let's play a game with these sounds. I'll draw two boxes on the board and you may try to get around either one. You will have to think of a word that begins with these letters. We'll draw a big box and put your name in it if you can get around the box.



pleasant	please	plenty	spot
Allen	slide	slade	slitting
drive	dress	drink	fat
from	catch	throat	friendly
chart	grew	gruff	accessories

Now let's play a game with these words. I'll draw two boxes on the board and you may try to get around either one. You will have to think of a word that begins with these letters. We'll draw a big box and put your name in it if you can get around the box.

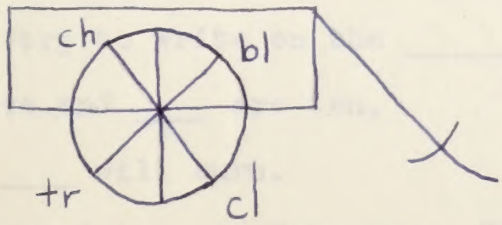
Review of "ch", "sh", "bl", "cl", "br", "cr", "tr", "st"

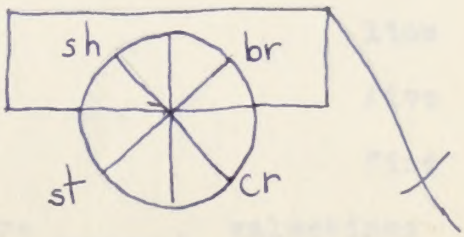
as Beginning Blends

(Put these beginning blends on the board). I'll say a word that begins with one of these sounds. We'll have two children at the board and when I say a word we'll see who can find the right sound. Let's keep score too. Dictate

stop	chicken	shook	chin	tried	she
store	children	crow	black	climb	trick
clean	blew	cry	show	brick	breakfast
brother	blue	churn	cried	tree	chimney
chairs	train	story	stay	should	stand
clowns	stop	star	still	trot	chatter
branch	steps	trip	brown	change	crack
clock	cream	bright	station	shorter	shortest

Let's play a game with these sounds. Can you make the wagon go? You will have to make the wheel spin. The sounds will be on the spokes. If you can think of a word for each sound that will make the wagon go. You may choose whichever wagon you wish. We'll put the winner's name in the wagon.





Review of "cn", "sn", "bl", "cl", "br", "cr", "tr", "st"

as Beginning Blends

(Put these beginning blends on the board). I'll say a word that begins with one of these sounds. We'll have two children at the board and when I say a word we'll see who can find the right sound. Let's keep score too. Dictate

stop	chicken	shock	chin	tried	she
store	children	crow	block	climb	train
clean	blue	cry	show	brick	breakfast
brother	blue	clerk	cried	tree	chimney
chair	train	story	stay	should	stand
clown	stop	star	still	tree	chatter
branch	steam	trip	brown	change	crack
clock	cross	bright	station	shorter	shortest

Let's play a game with these sounds. Can you make the wagon go? You will have to make the wheel spin. The sounds will be on the spokes. If you can think of a word for each sound that will make the wagon go. You may choose whichever wagon you wish. We'll put the winners name in the wagon.

Long Sound of "I".

To-day we are going to listen to the letter "I". Listen to climb, cried, fire. (Put words on the board as you say them. Underline the letter "I").

When we hear "I" as it sounds in these words we say "I" is talking, that he says his name. This is called the long sound of "I". Listen and say these words after me. You will hear "I" in each word saying his name. Dictate

fire	high	like	behind	fine
find	line	lion	mine	mice
nine	pie	pile	ride	side
sign	tie	time	tired	surprise
slide	tried	white	nice	valentine

What sound do you hear? Yes, it is the long sound of "I".

Here are some sentences that have a word missing. What sound do you think we are looking for? Yes, it is the long sound of"I". Listen carefully. You may stand in the front of the room if you know.

1. You see me at the circus. I can roar. I am a _____. lion
2. You eat me for dessert. I can be apple or lemon ___. pie
3. The car or the bus will take you for a _____. ride
4. We try to write on the _____. line
5. Five and ____ are ten. five
6. A ____ will burn. fire
7. We send them in February. They are _____. valentines
8. We go to sleep when we are _____. tired

Long Sound of "I".

To-day we are going to listen to the letter "I". Listen to silent, cried, fire. (Put words on the board as you say them. Underline the letter "I").

When we hear "I" as it sounds in these words we say "I" is saying, that he says his name. This is called the long sound of "I". Listen and say these words after me. You will hear "I" in each word saying his name. Dictate

fire	high	like	Behind	line
find	line	ilon	mine	mine
mine	pie	pile	ride	side
sign	tie	time	tired	surprise
side	tried	white	rise	valentine

What sound do you hear? Yes, it is the long sound of "I".

Here are some sentences that have a word missing. What sound do you think we are looking for? Yes, it is the long sound of "I". Listen carefully. You may stand in the front of the room if you know.

1. You see me at the circus. I can roar. I am a _____.
2. You eat me for dessert. I can be apple or lemon ____.
3. The car or the bus will take you for a _____.
4. We try to write on the _____.
5. Five and ____ are ten.
6. A ____ will burn.
7. We send them in February. They are _____.
8. We go to sleep when we are _____.

9. It is a color in the flag. It is not red or blue. It is _____. white

10. The clock tells us the _____. time

Let's see how many words you can remember that have the long sound of "I". I will write your word on the board and you may underline the talking "I".

9. It is a color in the flag. It is not red or blue. It is _____.

10. The clock tells us the _____ time.

Let's see how many words you can remember that have the long sound of "I". I will write your word on the board and you may underline the silent "I".

Short Sound of "I"

Yesterday we listened to the long sound of "I". Remember we said the long sound meant that "I" talked or that he said his name. To-day "I" wants to play a joke on you. He is going to be very quiet and he doesn't want you to catch him. Listen to these words as I write them on the board. Dictate is, in, it, if, into. What sound does "I" have? Repeat sound for children.

This is called the short sound of "I". Now listen carefully to some other words where "I" tries to fool you. You may say the words after me. Dictate

animal	big	bigger	biggest
Bill	Billy	brick	chicken
did	city	chin	children
dig	dinner	fish	give
hill	him	pig	silly
visit	wiggle	this	which
	Tim	milk	

What sound does "I" have in those words? Yes, it it the short sound of "I". (Give the sound).

Here are some sentences with a word **missing**. What sound do you think we will want in the missing word? Yes, we want to hear the short sound of "I".

1. It's the opposite of country. city
2. A _____ likes to stay in a muddy place. pig

Short Sound of "I"

Yesterday we listened to the long sound of "I". Remember we said the long sound means that "I" talked or that he said his name. To-day "I" wants to play a joke on you. He is going to be very quiet and he doesn't want you to catch him. Listen to these words as I write them on the board. Dictate is, in, it, if, into. What sound does "I" have? Repeat sound for children.

This is called the short sound of "I". Now listen carefully to some other words where "I" tries to fool you. You may say the words after me. Dictate

animal	big	digger	digest
Bill	Billy	brick	chicken
did	city	chin	children
dig	dinner	fish	give
hill	him	pig	silly
visit	wiggle	this	which
	Tim	milk	

What sound does "I" have in these words? Yes, it is the short sound of "I". (Give the sound).

Here are some sentences with a word missing. What sound do you think we will want in the missing word? Yes, we want to hear the short sound of "I".

1. It's the opposite of country. city
2. A _____ likes to stay in a muddy place. pig

Short Sound of "I"

3. We get ____ from cows. milk

4. Cows, horses and pigs are _____. animals

5. Jack and Jill went up the _____. hill

6. This school is made of _____. bricks

7. At first all hens are little ____. chickens

8. There are many _____ in a school. children

9. A nickname for William is _____. Billy

10. In the story of "The Three Bears", Father Bear is the _____ bear. biggest

Now let's play a game with the short sound of "I". I'll say some words and every time you hear a word with short "I" you must cover your eyes. Ready! Sharp Ears! Don't let me catch you.

1. sniff, slow, into, Tim.
2. so, wake, pig, Zeke.
3. you, wolf, sister, big.
4. fish, cow, fall, Joe.
5. morning, Jim, red, it.
6. drum, glad, kitten, got.
7. farm, sit, fast, milk.
8. had, think, in, jolly.
9. if, jump, this, Mr.
10. park, wiggle, out, which.

Short Sound of "I"

3. We get _____ from cows. milk
4. Cows, horses and pigs are _____. animals
5. Jack and Jill went up the _____. hill
6. This school is made of _____. bricks
7. At first all hens are little _____. chickens
8. There are many _____ in a school. children
9. A nickname for William is _____. Willy
10. In the story of "The Three Bears," Father Bear is the _____bear. biggest

Now let's play a game with the short sound of "I". I'll say some words and every time you hear a word with short "I" you must cover your eyes. Ready! Sharp Ears! Don't let me catch you.

1. small, slow, into, Tim.
2. so, make, pig, Zoke.
3. you, wolf, sister, big.
4. Tian, cow, fall, Joe.
5. morning, Jim, red, it.
6. drum, glad, kitten, Pot.
7. farm, sit, fast, milk.
8. had, think, in, jolly.
9. if, jump, this, Er.
10. park, wiggle, out, which.

The Sound of "i" with "r"

We have listened to the letter "i" in words like fire, high, side, white. What sound does "i" have? Yes, it is called the long sound when "i" says his name. Now listen again and tell me what sound of I" you hear this time. Dictate- pig, think, wish, which, sit. Yes, it is the short sound of "i".

Now to-day lets listen to these words. I want to see if you can tell me what letter you hear with "i". Dictate- bird, birthday, circus. (Put these words on the board as you say them). Yes, "i" is with "r" in these words and this is called the sound of "i" with "r". Now listen again for the sound of "ir". (Give the sound). Listen and then say the word after me. Dictate-

first	girl	third	thirsty
sir	stir	shirt	dirt

Now I'm going to ask you some questions. What sound do you think your answer will have? Yes, it will be the sound of "i" with "r". (Give the sound.

1. What is it that you have once a year on a special day?	birthday
2. What grade were you in last year?	first
3. What grade are you trying to get into?	third
4. Where do we see clowns and many strange animals?	circus
5. What is a robin?	bird

The Sound of "i" with "r"

We have listened to the letter "i" in words like fire, high, side, while. What sound does "i" have? Yes, it is called the long sound when "i" says his name. Now listen again and tell me what sound of I" you hear this time. Dictate- pig, think, wish, which, sit. Yes, it is the short sound of "i".

Now to-day I'm listen to these words. I want to see if you can tell me what letter you hear with "i". Dictate- bird, birthday, circus. (Put these words on the board as you say them). Yes, "i" is with "r" in these words and this is called the sound of "i" with "r". Now listen again for the sound of "ir". (Give the sound). Listen and then say the word after me. Dictate-

first	girl	third	thirsty
air	stir	shirt	dirt

Now I'm going to ask you some questions. What sound do you think your answer will have? Yes, it will be the sound of "i" with "r". (Give the sound.

1. What is it that you have once a year on a special day? birthday
2. What grade were you in last year? first
3. What grade are you trying to get into? third
4. Where do we see circus and many strange animals? circus
5. What is a robin? bird

6. What are Jane and Sally? girls

Now let's play a game with the sound of "i" with "r". I'll say some words but whenever you hear the sound of "ir" (give the sound) you must stand and say the word after me very quickly. Ready, sharp ears, don't let me catch you. Who can stand first?

hot	Jim	bird	maybe	sun	birthday
live	circus	then	girl	merry-go-round	
visit	third	some	first	spring	third
circus	who	bird	up	birthday	to-day
you	train	first	circus	bird	birthday

6. What are Jane and Sally? girls

Now let's play a game with the sound of "i" with "r".

I'll say some words but whenever you hear the sound of "ir" (give the sound) you must stand and say the word after me very quickly. Ready, sharp ears, don't let me catch you. Who can stand first?

hot	Jim	bird	maybe	sun	birthday
live	circus	then	dirt	merry-go-round	
visit	third	some	first	spring	third
circus	who	bird	up	birthday	to-day
you	train	first	circus	bird	birthday

Review Exercises for the Sounds of Long "I", Short "I" and "I" with "R"

Here are some words with the three sounds of "I". Who can give us those sounds? Yes, they are "I" like in pie, white. (Give the sound). Then in the words pig, in, wish we hear the short sound of "I". (Give the sound). In stir, birthday, girl we get the sound of "I" with "R". (Give the sound).

When I say a word I want you to tell us which sound of "I" you hear. Dictate-

find	birthday	first	high
bird	pig	sit	it
wish	in	white	nine
which	ride	fire	third
circus	girl	did	fish

Now we want each one to think of one word that has the letter "I" in it. You may have long"I", short "I" or the sound of "IR". You may tell us your word and call on someone to tell you the sound in your word. If they guess what sound is in your word, they may have a turn and tell us the word they have thought of. Ready? Think of a word!

That was fun. Now we'll all go for a walk. Let's see how far we can go. A word with one of these sounds will take us along the road. Who is ready to start with a word that has the long "I" sound?

Review Exercises for the Sounds of Long "I", Short "I" and "I" with "R"

Here are some words with the three sounds of "I". Who can give us those sounds? Yes, they are "I" like in pie, while. (Give the sound). Then in the words pin, in, with we hear the short sound of "I". (Give the sound). In stir, birthday, girl we get the sound of "I" with "R". (Give the sound).

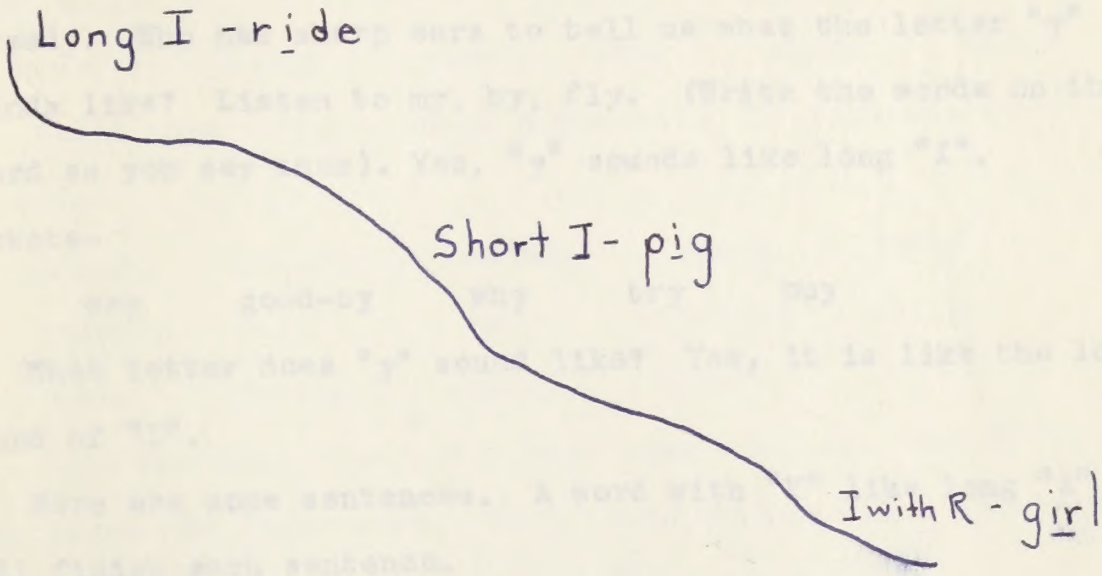
When I say a word I want you to tell us which sound of "I" you hear. Dictate-

find	birthday	first	high
bird	pie	sit	it
with	in	white	nine
which	ride	fire	twirl
circus	girl	did	fish

Now we want each one to think of one word that has the letter "I" in it. You may have long"I", short "I" or the sound of "IR". You may tell us your word and call on someone to tell you the sound in your word. If they guess what sound is in your word, they may have a turn and tell us the word they have thought of. Ready? Think of a word!

That was fun. Now we'll all go for a walk. Let's see how far we can go. A word with one of these sounds will take us along the road. Who is ready to start with a word that has the long "I" sound?

We'll put your name wherever you stop. Let's see who can get to the end!



We'll put your name wherever you stop. Let's see who can get to the end!

Long I - ride

Short I - pig

I with R - girl

Long and Short "Y"

To-day I want you to listen to the letter "y". (Put letter on blackboard). It sounds like another letter you know already. Who has sharp ears to tell us what the letter "y" sounds like? Listen to my, by, fly. (Write the words on the board as you say them). Yes, "y" sounds like long "I".

Dictate-

cry good-by why try buy

What letter does "y" sound like? Yes, it is like the long sound of "I".

Here are some sentences. A word with "Y" like long "I" will finish each sentence.

1. Sometimes you hear the baby _____. cry
2. You said _____ to Mother when you left for school this morning. good-by
3. Did you walk _____ a store to-day? by
4. Mother asked, " _____ why did you get your feet wet?" Why
5. You can _____ ice cream at the drug store. buy
6. We like people who _____ hard in school. try
7. Boys like to _____ kites and airplanes. fly
8. Red Riding Hood said, " _____ what large eyes you have, Grandmother." My

You certainly had sharp ears for "y" like long "I". You remember that sometimes "I" likes to be in a word and tries to

Long and Short "Y"

To-day I want you to listen to the letter "y". (Put letter on blackboard). It sounds like another letter you know already. Who has sharp ears to tell us what the letter "y" sounds like? Listen to my, by, fly. (Write the words on the board as you say them). Yes, "y" sounds like long "I".

Dictate-

cry good-by why try buy

What letter does "y" sound like? Yes, it is like the long sound of "I".

Here are some sentences. A word with "y" like long "I" will finish each sentence.

1. Sometimes you hear the baby _____. cry
2. You said _____ to Mother when you left for school this morning. good-by
3. Did you walk _____ a score to-day? by
4. Mother asked, " _____ why did you get your feet wet?" Why
5. You can _____ the ocean at the dring shore. buy
6. We like people who _____ hard in school. try
7. Boys like to _____ kites and airplanes. fly
8. Red Riding Hood said, " _____ what large eyes you have, Grandmother?" Why

You certainly had sharp ears for "y" like long "I". You remember that sometimes "I" likes to be in a word and tries to

to make you think he isn't there. That's short "I" we said. Listen to these words as I write them. See if you can underline short "y". Dictate-

every family poky pony story Sally

Now listen and say these words with "Y" like short "i". Dictate-

angry grocery Johhny Nancy Puppy
candy any baby really Billy
Patty family party city

That was fun. Now we'll have some riddles. See if you can guess the right word. What sound do you think your word should have? Yes, that's right. It is short "y".

1. It's where the smoke comes up. chimney
2. It's how you feel when you want something to eat. hungry
3. It's what you do when you are late. hurry
4. It's what father, mother and children are called. family
5. It's what the bees make. honey
6. It's a name for a baby dog. puppy
7. It's how you feel whem you are tired. sleepy
8. It's what you like your teacher to read to you. story
9. It's what you have sometimes on your birthday. party

to make you think he isn't there. That's short "I" we said. Listen to these words as I write them. See if you can understand short "y". Dictate-

every family poky pony story daily

Now listen and say these words with "y" like short "i".

Dictate-

angry grocery johnny lanny funny

candy any party really silly

Patty family party city

That was fun. Now we'll have some riddles. See if you can guess the right word. What sound do you think your word should have? Yes, that's right. It is short "y".

1. It's where the smoke comes up. chimney
2. It's how you feel when you want something to eat. hungry
3. It's what you do when you are late. hurry
4. It's what father, mother and children are called. family
5. It's what the bees make. honey
6. It's a name for a baby dog. puppy
7. It's how you feel when you are tired. sleepy
8. It's what you like your teacher to read to you. story
9. It's what you have sweetness on your birthday. party

10. It's what you call something that is very small or little. tiny

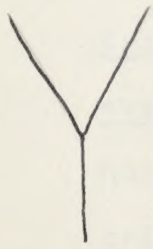
Now let's play a game with the two sounds of "Y". We'll put some words on the board. See if you can find the "Y" in the word. Tell us whether it's long or short "Y". If you can you may erase the word and call on someone to come and have a turn. (Write the following on the board).

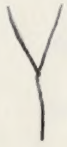
cry	goodby	tiny	honey
story	fly	try	by
party	sleepy	my	buy

Review for Long and Short "Y"

Yesterday we had fun listening to "y" when it sounded like it does in cry, by, good-by. (Write words on the board as you say them). What sound did we say it had? Yes, it sounds just like long "i". When you hear it in ready, poky, sorry, ugly it has a different sound. (Write words on the board as you say them). Yes, this is the short sound of "y".

To-day I'll put two "y's" on the board. We'll make one long "y". What will he stand for? Yes, you are right. The big "y" will be for "y" like long "i". We'll make a short "y" to stand for "y" when he doesn't say his name.





We'll have two teams. I'll say a word and one child from each team will come to the board and point to whichever "y" is in the word. We'll keep score and see which team has sharper ears. Ready! Sharp ears! Dictate-

angry	carry	cry	grocery	Molly	fly
Penny	really	any	baby	Nancy	Sally
why	poky	try	sleepy	Patty	good-by
very	hurry	city	country	buy	my
	by	puppy	family	silly	

That was a lot of fun. Now I'll say some words. Three

Navies for Long and Short "Y"

Yesterday we had fun lightning at "Y" when it sounded like it does in my, by, gone-by. (Write words on the board as you say them). What sound did we say it had? Yes. It sounds just like long "i". Then you take it in hurry, sudden-ly, it has a different sound. (Write words on the board as you say them). Yes, this is the short sound of "y".

To-day I'll say the "y's" on the board. We'll read one long "y". What will be left? Yes. You are right. The big "y" will be for "y" like long "i". We'll read a short "y" to stand for "y" when he doesn't say his name.

We'll have two tubes. I'll say a word and one child from each team will come to the board and point to whether "y" is in the name. We'll know short and long which tube has shorter ones. Ready! Short sound! Dotted-

angry	hurry	day	journey	Polly	try
funny	really	an	baby	Nancy	Sally
sky	pony	fly	alone	Tabby	gloom-y
very	hungry	city	country	day	sy
by	penny	Polly	silly		

Just was a lot of fun. Now I'll say two words. Tutes

of the words won't have the long or short sound. One of the words will. Put your heads on your desk, close your eyes and listen to these words. When you hear a word with either the short or the long sound of "y" raise your head and sit up tall.

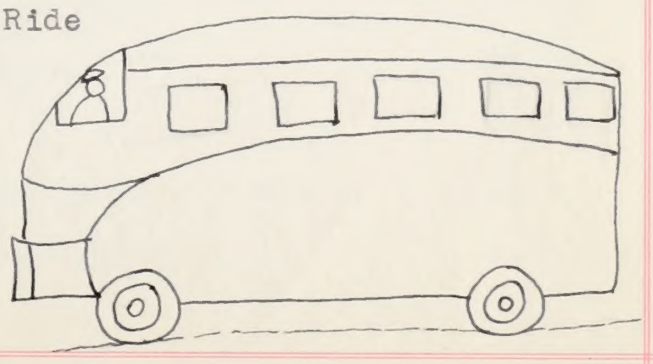
Listen to-jump ---wake ----Zeke ----why

That's it-why- is the word with long "y". If you have sharp ears we'll put your name on the board. Say the word and tell which sound of "y" you hear. Dictate the following words.

1.	family	far	blow	cabbage
2.	dinner	buy	huff	rabbit
3.	hole	honey	clean	called
4.	slow	try	night	telephone
5.	apple	every	go	elephant
6.	third	hello	funny	window
7.	cold	bell	Patty	had
8.	sister	quack	rain	why
9.	balloon	by	catch	umbrella
10.	busy	Jane	goose	beautiful

Now we'll let some people with sharp ears go on a bus ride. Here is a bus for you. Put illustration on board.

Come for a Bus Ride



of the words would have the long or short sound. One of the words will. Put your pencil on your desk, close your eyes and listen to these words. When you hear a word with silent the short or the long sound of "e" raise your hand and say as fast. Listen to-long -- make ---Sure ----

That's it-boy- is the word with long "i". If you have given more well put your head on the board. Now the word and tell which sound of "i" you hear. Listen to the following words.

1. Twelve Fat Blow It rope
2. dinner Ten Surf remain
3. Hole Honey Open Solid
4. size Kite Sign Religion
5. Noble Study Go Language
6. Third Hello Snow Above
7. Hold Bull Baby Bed
8. Alter Round Train Day
9. Bilian Ten Match Learning
10. Every Ten Prove Home (in)

Now well let some words with short and a long sound side. Here is a box for you. Put illustration on board.

Open for a Fox Hide

See if you can get your name on the bus. Listen to three words this time. Find the one word with either the long "y" or short "y" sound.

1.	circus	Johnny	buzz	so
2.	red	thank	my	swish
3.	trick	yellow	who	good-by
4.	grass	down	fly	Dick
5.	bang	cry	clothes	mother
6.	morning	snow	parade	hungry
7.	neighbor	many	train	valentine
8.	Tom	front	pony	fall
9.	rake	churn	farm	story
10.	Penny	saw	Peter	friend

See if you can get your name on the one. Listen to these words this time. Find the one word with either the long "y" or short "y" sound.

1.	circus	<u>lobby</u>	buzz	so
2.	red	think	<u>my</u>	walk
3.	brick	yellow	who	<u>good-by</u>
4.	press	down	<u>fly</u>	blue
5.	bugs	<u>cry</u>	airplane	mother
6.	morning	snow	parade	<u>nursery</u>
7.	neighbor	<u>many</u>	train	valentine
8.	Tom	front	<u>body</u>	tail
9.	rake	sharp	farm	<u>story</u>
10.	<u>penny</u>	saw	Peter	friend

Long Sound of "A".

Today we are going to listen to the sound of the letter "A". (Put letter on the board). Listen to ate, baby, came. (Put words on the board as you say them and underline the letter "A"). What sound does "A" have? Yes, we call it the long sound because "A" says his name. Listen and say these words after me. Be sure to make "A" talk. Dictate

make	name	take	game
gave	potato	cake	Jane
rake	babies	face	gate
lazy	paper	skate	save
same	tables	maple	taste

Now let's listen to some stories. A word is missing in each sentence. Which sound do you think we want to hear? Yes, it is long "A".

1. John _____his breakfast.	ate
2. We write our name on _____.	paper
3. Do you help Mother set the _____?	table
4. We play a _____at recess.	game
5. In winter we _____on the ice.	skate
6. Pretty leaves grow on a _____tree.	maple
7. We like to eat _____.	cake
8. Always be sure your _____and hands are clean.	face
9. Jane is a pretty _____for a girl.	name
10. We _____money in a bank.	save

Long Sound of "A".

Today we are going to listen to the sound of the letter "A". (Put letter on the board). Listen to ate, baby, game. (Put words on the board as you say them and underline the letter "A"). What sound does "A" have? Yes, we call it the long sound because "A" says his name. Listen and say these words after me. Be sure to make "A" talk. Dictate

male	name	tale	game
gave	potato	cake	lane
rake	banana	face	gate
lazy	paper	skate	save
page	tables	maple	trade

Now let's listen to some stories. A word is missing in each sentence. Which sound do you think we want to hear? Yes, it is long "A".

1. John _____his breakfast. ate
2. We write our name on _____. paper
3. Do you help Mother set the _____? table
4. We play a _____ut recess. game
5. In winter we _____on the ice. skate
6. Pretty leaves grow on a _____tree. maple
7. We like to eat _____. cake
8. Always be sure your _____and hands are clean. face
9. Jane is a pretty _____for a girl. name
10. We _____money in a bank. save

Now I'm going to see who knows the long sound of "A". I will read a sentence to you. Whenever you hear "A" saying his name, you may clap your hands and say the word. (As the sentences are read the words with the long sound of "A" should be emphasized).

1. The baby has a blue ball.
2. Jane ate a potato.
3. Mary came to school early.
4. Mother can bake a cake.
5. Father gave John a game.
6. Did Zeke skate near the gate?
7. We save paper.
8. Is your face clean?
9. Uncle Peter made a table.
10. Ann waved to the baby.

Now I'm going to see who knows the long sound of "A". I will read a sentence to you. Whenever you hear "A" saying its name, you may clap your hands and say the word. (As the sentences are read the words with the long sound of "A" should be emphasized).

1. The baby has a blue ball.
2. Jane ate a potato.
3. Mary came to school early.
4. Mother can bake a cake.
5. Father gave John a name.
6. Did Jake skate near the water?
7. We save paper.
8. Is your face clean?
9. Uncle Peter made a table.
10. Ann waved to the baby.

Short Sound of "A"

Today we are going to listen to the letter "A" again but it has a different sound this time. Listen to am, am, and. (Write words on the board as you say them and underline the letter "A"). This is called the short sound of "A". Now listen and say these words after me. Remember "A" will not say his name. Dictate

as	at	after	back
bang	can	cat	candy
catch	fast	fat	have
had	has	hand	Jack
man	matter	happen	tap

Here are some sentences with a word missing. Which sound will we want to hear in the missing word? Yes, it is the short sound of the letter "A".

1. We wear a _____on our head.	hat
2. A _____says, "Mew, mew."	cat
3. Mary ____Jane are girls' names.	and
4. Cows, horses, and pigs are _____.	animals
5. We _____ a song this morning.	sang
6. A _____ has four wheels.	wagon
7. A carpenter uses a _____.	hammer
8. A dog likes to _____his tail.	wag
9. When we are not happy, we are _____.	sad
10. Good is the opposite of _____.	bad

Short Sound of "A"

Today we are going to listen to the letter "A" again but it has a different sound this time. Listen to ea, ea, and. (Write words on the board as you say them and underline the letter "A"). This is called the short sound of "A". Now listen and say these words after me. Remember "A" will <u>not</u> say his name. Dictate

as	at	after	back
bang	can	cat	candy
catch	last	fat	have
had	has	hand	Jack
man	master	happen	tap

Here are some sentences with a word missing. Which sound will we want to hear in the missing word? Yes, it is the short sound of the letter "A".

1. We wear a _____ on our head. hat
2. A _____ says, "Mew, mew." cat
3. Mary _____ Jane are girls' names. and
4. Cows, horses, and pigs are _____. animals
5. We _____ a song this morning. sang
6. A _____ has four wheels. wagon
7. A carpenter uses a _____. hammer
8. A dog likes to _____ his tail. wag
9. When we are not happy, we are _____. sad
10. Good is the opposite of _____. bad

Now let's play a game with the short sound of the letter "A". I will say some words and whenever you hear a word with the short sound you must stand quickly and say the word. The first one up will get his name on the board. We will put a tiny star beside your name if you stand first after you once get your name on the board. Dictate

1.	letter	Ann	more	game
2.	candy	bell	I'll	hat
3.	jolly	drops	at	bad
4.	by	am	cat	telephone
5.	ready	coat	basket	bank
6.	Uncle	sat	sang	crow
7.	have	roll	and	wagged
8.	Bobby	past	hammer	brought
9.	soft c	can	bags	full
10.	family	sister	train	plant

Now let's play a game with the short sound of the letter "A". I will say some words and whenever you hear a word with the short sound you must stand quickly and say the word. The first one to do will get his name on the board. We will put a tiny star beside your name if you stand first after you once get your name on the board. Dictate

1. letter	run	more	game
2. <u>ready</u>	bell	I'll	<u>hat</u>
3. jolly	drops	<u>at</u>	<u>bad</u>
4. by	<u>sin</u>	<u>cat</u>	telephone
5. ready	coat	<u>bracket</u>	<u>back</u>
6. Uncle	<u>rat</u>	<u>sang</u>	crow
7. <u>have</u>	roll	<u>and</u>	<u>wagged</u>
8. hobby	<u>cake</u>	<u>hammer</u>	brought
9. salt a	<u>can</u>	<u>bags</u>	full
10. <u>family</u>	water	train	<u>plant</u>

The Sound of "A" with "R"

We have been listening to the sounds of the letter "A". (Write "A" on the board). When we hear "A" in rake, gave, Jane, we know it is the long sound. We know "A" talks and says his name.

Then we've heard "A" in cat, bad, stand. Which sound do you hear? Yes, it is the short sound.

Today I want you to tell me the sound of "A" in car, far, park. (Write words on the board as you say them). Yes, "A" and "R" are together and this is called the sound of "A" with "R". Here are some other words with the same sound. Listen carefully and say them after me. Dictate

garden	large	dark	hard
start	are	barn	farm
star	arms	cart	bark
	smart	part	

Now I have some riddles for you. They are about words with "A" and "R". See if you can guess the right word!

1. It is the place where flowers grow. garden
2. It is the way we should work in school. hard
3. It is where cows and horses are. farm
4. It is the place on the farm where they live. barn
5. It is what we call the man who owns the farm. farmer
6. It is the opposite of small. large
7. It is what we have on our birthday. party

The Sound of "A" with "R"

We have been listening to the sounds of the letter "A". (Write "A" on the board). When we hear "A" in make, gave, lane, we know it is the long sound. We know "A" talks and says his name.

Then we've heard "A" in cat, bad, stand. Which sound do you hear? Yes, it is the short sound.

Today I want you to tell me the sound of "A" in car, far, park. (Write words on the board as you say them). Yes, "A" and "R" are together and this is saying the sound of "A" with "R". Here are some other words with the same sound. Listen carefully and say them after me. Dictate

garden	large	dark	hard
start	are	barn	farm
star	arms	card	bark
	remark	part	

Now I have some riddles for you. They are about words with "A" and "R". See if you can guess the right word!

1. It is the place where flowers grow. garden
2. It is the way we should work in school. hard
3. It is where cows and horses are. farm
4. It is the place on the farm where they live. barn
5. It is what we call the man who owns the farm. farmer
6. It is the opposite of small. large
7. It is what we have on our birthday. party

8. It is up in the sky. It shines at night. star

9. It is something a dog can do. bark

10. It is another name for a wagon. cart

Now let's see who has the sharpest ears in the room! I'm going to say some words. Every time you hear a word that has the sound of "A" with "R" you may stand. See who will be ready to stand first! Listen carefully! Dictate

1.	dark	show	pay	start
2.	fence	barn	cart	hole
3.	star	goat	hard	catch
4.	water	are	long	fish
5.	large	pile	farm	try

Now I'll say some words in groups of four. Sometimes only one of the words will have the "A" with "R" sound. Sometimes there will be more than one so listen carefully!

1.	lion	six	until	far
2.	large	each	car	right
3.	shook	biggest	sun	arms
4.	bark	garden	pie	small
5.	floor	cart	pot	third

That was fun. Now close your eyes. Be ready to clap your hands when you hear a word with the "A" with "R" sound.

1.	straw	cake	farmer	circus
2.	short	harder	ten	balloons
3.	today	call	sign	large
4.	star	I'm	far	park

8. It is up in the sky. It shines at night. _____ star

9. It is something a dog can do. _____ bark

10. It is another name for a wagon. _____ cart

Now let's see who has too sharpest ears in the room! I'm going to say some words. Every time you hear a word that has the sound of "A" with "R" you may stand. See who will be ready to stand first! Listen carefully! Dictate

1.	_dark_	snow	fay	_start_
2.	fence	_barn_	_cart_	hole
3.	_star_	goat	_hard_	ribbon
4.	water	_are_	long	flag
5.	_large_	pile	_farm_	bay

Now I'll say some words in groups of four. Sometimes only one of the words will have the "A" with "R" sound. Sometimes there will be more than one so listen carefully!

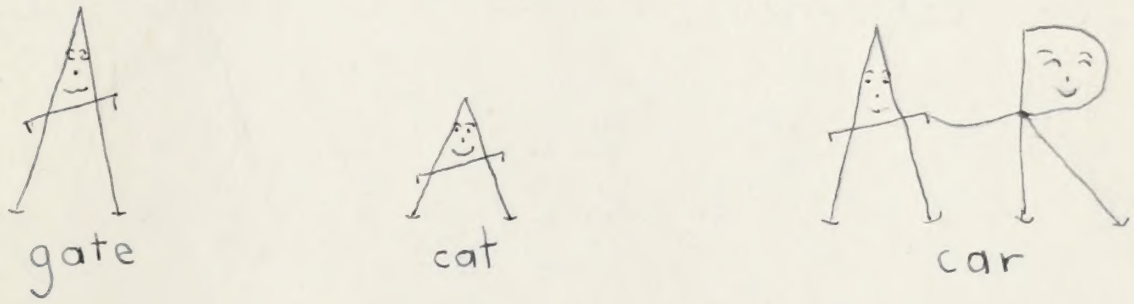
1.	lion	six	until	_car_
2.	_large_	soon	_sun_	right
3.	shook	_disease_	run	_arms_
4.	_bark_	_garden_	pie	small
5.	floor	_dark_	pot	third

That was fun. Now close your eyes. Be ready to clap your hands when you hear a word with the "A" with "R" sound.

1.	straw	cake	_farmer_	circus
2.	short	_harder_	fun	balloons
3.	today	call	alm	_large_
4.	_star_	I'm	_far_	_park_

Review for the Sounds of Long "A", Short "A",
and "A" with "R"

We have had fun listening to the sounds of the letter "A". There have been three. Who can tell us what they are? (List the sounds on the board as shown in the illustration).



Which sound of "A" do you hear in gate? Yes, "A" says his name so we will write gate under Long "A". Listen to cat and tell us the sound of "A". Yes, that is the short sound. Of course, you know the word car belongs under "A" with "R".

Now let's have some fun with these three sounds! I'll say a word and you may come to the board and show us where to write your word. Listen carefully! Dictate

back	dark	rake	plant
bake	star	are	candy
save	barn	potato	family
bad	hat	make	farm
yard	name	gate	arms
catw	wagged	bark	Jane
basket	cart	farmer	paper

Review for the Sounds of Long "A", Short "A",

and "A" with "R"

We have had fun listening to the sounds of the letter "A".

There have been three. Who can tell us what they are?

(List the sounds on the board as shown in the illustration).

Which sound of "A" do you hear in gate? Yes, "A" says

his name so we will write gate under Long "A". Listen to cat

and tell us the sound of "A". Yes, that is the short sound.

Of course, you know the word cat belongs under "A" with "R".

Now let's have some fun with these three sounds!

I'll say a word and you may come to the board and show us

where to write your word. Listen carefully! Dictate

back	dark	take	plant
bake	after	are	candy
save	barn	potato	family
bad	hat	cake	farm
yard	name	gate	arms
cake	wagged	bark	lane
basket	card	farmer	paper

bark	wave	thank	park
tables	hammer	far	pan
same	hadn't	skate	garden
bang	babies	wake	ma-ma

The Sound of the Diphthongs "AI" and "AY"

Sometimes there is another letter with "A". Who knows the letter I'm thinking of? Yes, it is "R". You can tell he is with "A" because you hear him, don't you?

Today we are going to listen to "A" with other letters. Listen carefully and tell us whether you hear the long or the short sound of "A". Dictate tail, wait, paid. (Write the words on the board as you say them). How many heard "A" talking? Then who knows which sound of "A" we heard? Yes, it is the long sound. Did you hear "I"? No, he is very lazy and made "A" do all the work.

Now listen to some other words that have the sound of Long "A". There is another lazy letter, too. Watch for him as I write these words on the board. (Underline the "AY" part in each word). Dictate play, gray, may.

Now we'll put several words on the board. See if your eyes and ears are sharp enough to catch Mr. "A" with "I". Watch for "A" and "Y" too. (Write the following words on the board and underline the "AI" and "AY" parts in each word).

afraid	way	tail	train
say	day	pay	rain
paint	birthday	lay	yesterday
lay	wait	paid	gay

Let's say these words together now. Which letter will we hear talking? Yes, we will hear "A". Ready!

The Sound of the Diphthongs "AI" and "AY"

Sometimes there is another letter with "A". Who knows the letter I'm thinking of? Yes, it is "R". You can tell he is with "A" because you hear him, don't you?

Today we are going to listen to "A" with other letters. Listen carefully and tell us whether you hear the long or the short sound of "A". Dictate tail, wait, paid. (Write the words on the board as you say them). How many heard "A" talking? Then who knows which sound of "A" we heard? Yes, it is the long sound. Did you hear "I"? No, he is very lazy and made "A" do all the work.

Now listen to some other words that have the sound of long "A". There is another lazy letter, too. Watch for him as I write these words on the board. (Underline the "AY" part in each word). Dictate play, stay, may.

Now we'll put several words on the board. See if your eyes and ears are sharp enough to catch Mr. "A" with "I". Watch for "A" and "Y" too. (Write the following words on the board and underline the "AI" and "AY" parts in each word).

afraid	way	tail	train
say	day	pay	rain
paint	birthday	lay	yesterday
lay	wait	paid	gay

Let's say these words together now. Which letter will we hear talking? Yes, we will hear "A". Ready!

Now we will see if you can be a good detective and find a missing word for each sentence.

1. A dog's _____can wag.	tail
2. The day before today is called _____.	yesterday
3. The _____falls down from the sky.	rain
4. You get presents on your _____.	birthday
5. We can ride on a _____.	train
6. Uncle Peter put white _____ on the fence.	paint
7. Tuesday is the name of a ____of the week.	day
8. Daddy gets _____for his work.	paid
9. Hens ____eggs.	lay
10. When the sky is ____it looks like rain.	gray

Now we will see if you can be a good detective and find a missing word for each sentence.

1. A dog's _____ can wag. tail
2. The day before today is called _____. yesterday
3. The _____ falls down from the sky. rain
4. You get presents on your _____. birthday
5. We can ride on a _____. train
6. Uncle Peter put white _____ on the fence. paint
7. Tuesday is the name of a ____ of the week. day
8. Daddy gets _____ for his work. paid
9. Hens ____ eggs. lay
10. When the sky is _____ it looks like rain. gray

The Sound of "A" as in "Ball" and "Saw" and

Review of the Sounds of "A"

Today we are going to listen to the letter "A" in fall, ball, call. (Write the words on the board as you say them). You will see that the letter "L" comes after the "A". Sometimes another letter is with "A" and the "A" sounds just as it does in fall. Listen to saw, caw, straw. (Write the words on the board as you say them). Listen to some other words now that sound like fall. Dictate because, water, tall, small.

Let's make a list on the board now of all the sounds of "A". I'll say a word and see if you can tell us the sound of "A". (List the following on the board).

gate ----------Long "A"

sat ----------Short "A"

car ----------"A" with "R"

gray ----------"A" with "Y"

rain ----------"A" with "I"

tall
straw----------"A" as in "Fall" and "Saw"

We'll have a game now to find out who would know Mr. "A" anywhere. Let's have two teams. The first person to tell us the correct sound wins a point for his team! Dictate one word for each two children.

paint	ball	back	dark
plant	caw	train	barn

The Sound of "A" as in "Bail" and "Saw" and

Review of the Sounds of "A"

Today we are going to listen to the letter "A" in fail, bail, sail. (Write the words on the board as you say them). You will see that the letter "i" comes after the "a". Sometimes another letter is with "A" and the "A" sounds just as it does in fail. Listen to saw, caw, straw. (Write the words on the board as you say them). Listen to some other words now that sound like fail. Dictate because, water, tail, small.

Let's make a list on the board now of all the sounds of "A". I'll say a word and see if you can tell us the sound of "A". (List the following on the board).

gate ----------Long "A"

cat ----------Short "A"

car ----------"A" with "R"

gray ----------"A" with "Y"

rain ----------"A" with "I"

tail
straw----------"A" as in "FAIL" and "Saw"

We'll have a game now to find out who would know Mr. "A" anywhere. Let's have two teams. The first person to tell us the correct sound wins a point for his team! Dictate one word for each two children.

paint	bail	book	dark
plant	caw	train	barn

ate	table	fall	candy
pay	yard	skate	day
farm	saw	cat	cake
because	play	face	taste
can	birthday	bad	straw
party	rake	water	large
have	Jane	gray	call
sang	way	cart	far

ate	table	fall	candy
pay	yard	skate	day
farm	saw	cat	cake
because	play	face	trade
can	birthday	bad	straw
party	take	water	large
have	lane	gray	call
sang	way	cart	far

Exercise to Increase Recognition of Compound Words

You have been listening to words that begin alike; that end alike; to vowels that say their names; and to vowels that are lazy.

Today we want you to listen to a word to see if you can be a good detective and find two words in the big word! Listen to something, everywhere, outdoors. (Write words on the board as you say them). Do you hear and see two words in each big word? Yes, in something you see and hear some and thing. (Proceed similarly with the other words).

Now let's play a detective game. I'll write "Good Detectives" on the board. See if you can get your name under this. I'll say a word. You tell us the words you hear in the big word. Dictate

inside	policeman	beside	yourself
forgot	became	upside	afternoon
tonight	ding-dong	everybody	storekeeper
outside	birthday	good-by	another
forget	Ground-hog	today	everywhere

Let's write the words on the board now. If you can circle the little words in the big words we will give you a flower seal to wear. (Write the words on the board one at a time).

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inside	policeman	beside	yourself
forgot	became	upside	afternoon
tonight	ding-dong	everybody	aloraleeoeen
outside	birthday	good-by	another
forget	ground-hog	today	everywhere

Let's write the words on the board now. If you can circle the little words in the big words we will give you a flower seal to wear. (Write the words on the board one at a time).

Hard and Soft Sounds of "C"

Today we are going to listen to the letter "C". (Put the letter on the board). When you hear "C" in car, can, candy, across, because we say "C" has a hard sound. (Write the words on the board and underline the letter "C"). Does this letter make you think of any other letter? Yes, "K" sounds like hard "C".

Here are some other words with the same hard sound. Listen carefully and say them after me! Dictate

call	caw	coat	catch
cabbage	cut	cakes	cock-a-doodle-doo
care	cold	count	cool
magic	carry	became	come
cookies	color	cover	pictures

Let's see if you have sharp ears! Here are some stories with a word missing. Which sound will we want in the missing word? Yes, it is the hard sound of "C".

1. We wear a _____.	coat
2. Mother bakes a _____.	cake
3. Take good _____of your clothes.	care
4. In the winter it is very _____.	cold
5. We say one, two, three when we _____.	count
6. To pull a rabbit out of a hat is _____.	magic
7. A crow says, "_____."	Caw-caw
8. Rabbits like to eat _____leaves.	cabbage

Hard and Soft Sounds of "C"

Today we are going to listen to the letter "C". (Put the letter on the board). When you hear "C" in car, can, cand?, across, because we say "C" has a hard sound. (Write the words on the board and underline the letter "C"). Does this letter make you think of any other letter? Yes, "K" sounds like hard "C".

Here are some other words with the same hard sound. Listen carefully and say them after me! Dictate

call	caw	coat	catch
cabbage	cut	cakes	cock-a-doodle-doo
care	cold	count	cool
magic	carry	became	come
cookies	color	cover	pictures

Let's see if you have sharp ears! Here are some stories with a word missing. Which sound will we want in the missing word? Yes, it is the hard sound of "C".

1. We wear a _____. coat
2. Mother bakes a _____. cake
3. Take good _____ of your clothes. care
4. In the winter it is very _____. cold
5. We say one, two, three when we _____. count
6. To pull a rabbit out of a hat is _____. magic
7. A crow says, "_____." Caw-caw
8. Rabbits like to eat _____ leaves. cabbage

9. Scissors can ____ hair. cut

10. The rooster says, "_____". cock-a-doodle doo

That was fun. Listen to "C" again in city, once, nice. (Say words, write them on the board and underline "C"). This sound is just the opposite of the hard sound so what do you think we will call it? Yes, it is the soft sound. What other letter sounds like it? Yes, it is "S". Listen to some words with this soft sound of "C". (Give the sound). Be sure to say the word after me very carefully. Dictate-

fence	ice	face	voice	excited	dances
dancing	since	once	Nancy	place	groceries
			grocery		

Here are some riddles. See if you can guess the answer. Remember the word must have the soft sound of "C".

1. The farmer puts it around the barnyard. It keeps his animals where they belong. It can be made of iron or wood. fence
2. This is frozen water. We skate on it in winter. Put it with cream and you have something good to eat. ice
3. It is what we use to talk with. It should be just loud enough to be heard. voice
4. Most fairy tales begin with this word. It means one time. once
5. We have this. A clock has it, too. I am looking

9. Bolsevis can _____ bait. cut

10. The rooster says, "_____". cock-a-doodle doo

That was fun. Listen to "c" again in city, once, nice. (Say words, write them on the board and underline "c"). This sound is just the opposite of the hard sound so what do you think we will call it? Yes, it is the soft sound. What other letter sounds like it? Yes, it is "s". Listen to some words with this soft sound of "c". (Give the sound). Be sure to say the word after me very carefully. Dictate-

fence ice face voice excited dances

dancing since once Nancy place groceries

grocery

Here are some riddles. See if you can guess the answer. Remember the word must have the soft sound of "c".

1. The farmer puts it around his garden. It keeps his animals where they belong. It can be made of iron or wood. fence

2. This is frozen water. We skate on it in winter. ice

3. Put it with cream and you have something good to eat. ice

3. It is what we use to talk with. It should be just loud enough to be heard. voice

4. Most fairy tales begin with this word. It means one time once

5. We have this. A clock has it, too. I am looking

at yours now. Always make it smile. face

6. We do it to music. It is not sing. You do it with your feet. dance

7. It is the store where we buy canned goods, fruit and vegetables. You can push a wagon in it when you buy your things. grocery

8. This is the opposite of country. We see cars and trucks and many people here. There are many big buildings in this place too. city

(Dictate words again and have children identify sound of "C" in each word).

Hard and Soft Sounds of "G"

Who remembers the sound we said "C" has in cut, picture, carry? Yes, it is called the hard sound of "C". It sounds like the letter "K". Now listen and be ready to tell which sound "C" has. Dictate voice, nice, fence. Yes, it is the soft sound of "C".

Today we are going to listen to the sounds of the letter "G". (Put the letter on the board). Listen to garden, gay, goes. (Write the words on the board as you say them). This is the hard sound of "G". Listen carefully to some more words with this same sound. Say each word after me.

Dictate

forget	gate	bag	gave
forgot	big	dig	Goose
bigger	together	Wag	bug
bag	leg	getting	go
guess	good	girl	galloping
give	going	ago	gobble

Here are some questions. See if you can answer them. Remember your answer must have the hard sound of "G".

1. Where do flowers and vegetables grow? garden
2. What can you do with a shovel? dig
3. What word rhymes with day? gay
4. What does a horse do? gallop
5. What does the turkey say? gobble

Hard and Soft Sounds of "G"

Who remembers the sound we said "G" has in cut, picture, carry? Yes, it is called the hard sound of "G". It sounds like the letter "K". Now listen and be ready to tell which sound "G" has. Dictate voice, nice, forge. Yes, it is the soft sound of "G".

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forget	gate	gag	gave
forgot	big	dig	dogs
bigger	together	wag	bag
bag	leg	getting	go
guess	good	girl	galloping
give	going	ago	gobble

Here are some questions. See if you can answer them. Remember your answer must have the hard sound of "G".

1. Where do flowers and vegetables grow? garden
2. What can you do with a shovel? dig
3. What word rhymes with day? gay
4. What does a horse do? gallop
5. What does the turkey say? gobble

6. What do birds like to eat? bugs
7. What is the opposite of remember? forget
8. What does a dog's tail do? wag
9. What do we call Mary and Sally? girls
10. Where can we carry groceries? bag

You did a good job on hard "G". Now which sound of "G" will we listen for? Yes, it is soft "G". Listen to cabbage, large, porridge. (Write the words on the board and underline the "G" part in each word). Who knows a letter soft "G" makes you think of? Yes, it is "J". Here are some other words with the soft "G" sound. Listen carefully. Say them after me. Dictate

engine magic village change
bridge strange

Here are some stories with a word missing! Make us hear the soft sound of "G" in your word!

1. An _____ pulls a long train of cars on a track. engine
2. To make a rabbit come out of a hat is _____. magic
3. Money you get back when you buy something is called your _____. change
4. Another name for oatmeal is _____. porridge
5. A small group of houses and stores in the country is called a _____. village

6. What do birds like to eat? bugs

7. What is the opposite of remember? forget

8. What does a dog's tail do? wag

9. What do we call Mary and Sally? girls

10. Where can we carry groceries? bag

You did a good job on hard "G". Now which sound of "G" will we listen for? Yes, it is soft "G". Listen to cabbage, large, porridge. (Write the words on the board and underline the "G" part in each word). Who knows a letter soft "G" makes you think of? Yes, it is "J". Here are some other words with the soft "G" sound. Listen carefully. Say them after me. Dictate

engine magic village change

bridge strange

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engine

2. To make a rabbit come out of a hat is _____.
magic

3. Money you get back when you buy something is called your _____.
change

4. Another name for oatmeal is _____. porridge

5. A small group of houses and stores in the country is called a _____. village

6. Lettuce and _____ grow in a head in the garden. cabbage

7. The opposite of small is _____. large

8. Sometimes we see a _____ over railroad tracks or a river. bridge

Now we'll have a race between two teams. I'll say a word and you must tell us which sound of "G" you hear. If I say"large" you know that is soft "G". When you hear "go" you know that is hard "G". Just say hard "G" or soft "G" when it is your turn. Let's keep score! Make your team win!

Dictate

dig	garden	engine	magic
change	village	gallop	grunt
porridge	cabbage	girl	bag
bug	large	go	gobble
bridge	strange	wag	gay

6. Lettuce and _____ grow in a bed in the garden.

cabbage

7. The opposite of small is _____.

large

8. Sometimes we see a _____ over railroad tracks or a river.

bridge

Now we'll have a race between two teams. I'll say a word and you must tell us which sound of "g" you hear. If I say "large" you know that is soft "g". When you hear "go" you know that is hard "g". Just say hard "g" or soft "g" when it is your turn. Let's keep score! Make your team win!

Dictate

dig	garden	engine	magic
change	village	gallop	grunt
partidge	cabbage	girl	bag
bug	large	go	gobble
bridge	strange	wag	gay

Review for Hard and Soft "C"

We have been listening to letters that have hard and soft sounds. Who can tell us the sound you hear in cut, cabbage, call? (Put the words on the board as you say them).
Yes, it is hard "C". When you hear "C" in nice, since, place, you know that is the soft sound. (Write the words on the board as you say them).

Now we'll play a game with these two sounds today. We will have two teams. Think of a good name for your team. I'll say a word and you must tell us which sound of "C" you hear in the word. If you say the right sound first we will give your team a point! Let's see which team will win!
Dictate

cut	city	cabbage	fence
magic	ice	call	coat
face	cakes	voice	cabbage
cat	since	color	grocery
Nancy	cart	cookies	come
place	dance	became	nice

That was a good game. Now let's see who can get a pretty flower seal to wear. I'll say three words. One of the words will have either the hard or the soft sound of "C". You must be ready to tell us the word and the sound of "C" you hear in it. Ready! (Dictate the following words in groups of three).

1. you <u>cat</u> Father

Review for Hard and Soft "C"

We have been listening to letters that have hard and soft sounds. Who can tell us the sound you hear in cut, cabbage, call? (Put the words on the board as you say them).

Yes, it is hard "C". When you hear "C" in mice, since, place, you know that is the soft sound. (Write the words on the board as you say them).

Now we'll play a game with these two sounds today. We will have two teams. Think of a good name for your team. I'll say a word and you must tell us which sound of "C" you hear in the word. If you say the right sound first we will give your team a point! Let's see which team will win!

Dictate

cut	city	cabbage	fence
magic	ice	call	coat
face	cakes	voice	cabbage
cat	since	color	grocery
Nancy	cart	cookies	come
place	dance	became	mice

That was a good game. Now let's see who can get a pretty flower sent to mear. I'll say three words. One of the words will have either the hard or the soft sound of "C". You must be ready to tell us the word and the sound of "C" you hear in it. Ready! (Dictate the following words in groups of three).

1. you <u>cat</u> Father

2.	since	help	my
3.	Spot	cart	two
4.	pretty	new	cookies
5.	fence	ride	who
6.	what	cabbage	hello
7.	grocery	barn	girl
8.	family	umbrella	place
9.	time	wagon	dance
10.	became	yard	store
11.	face	gone	jolly
12.	huff	come	floor
13.	enough	Nancy	goat
14.	off	until	color
15.	ice	long	move

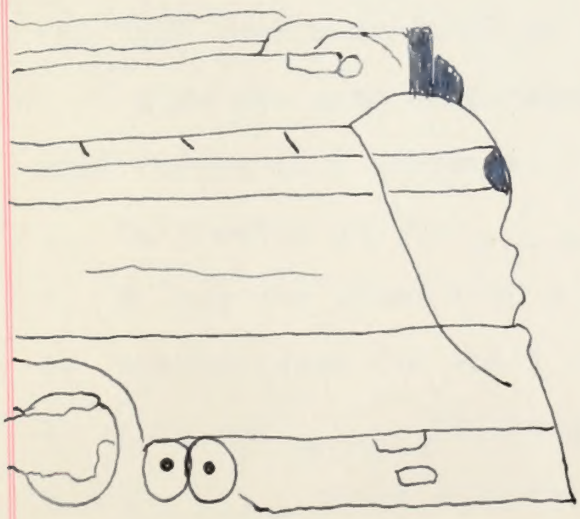
2. <u>since</u>	help	my
3. spot	<u>cart</u>	two
4. pretty	new	<u>cookies</u>
5. <u>fence</u>	ride	who
6. what	<u>cabbage</u>	hello
7. <u>grocery</u>	barn	girl
8. family	umbrella	<u>place</u>
9. time	wagon	<u>dance</u>
10. <u>because</u>	yard	store
11. <u>face</u>	gone	jolly
12. muff	<u>come</u>	floor
13. enough	<u>Nancy</u>	goat
14. off	until	<u>color</u>
15. <u>ice</u>	long	move

Review for Hard and Soft "G"

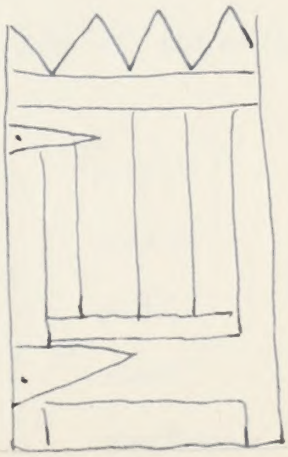
Listen to go, gone, give. (Write the words on the board as you say them). Which sound do you hear? Yes, it is hard "G". Listen to the soft sound now in cabbage, magic, village. (Write the words on the board as you say them).

Today we will play a game with these two sounds. We'll draw a picture of a gate on the board to make us think of hard "G". Let's put a picture of an engine on the board to make us think of soft "G". I'll say a word. You may come to the board and point to the gate if your word has the hard sound of "G". If you hear soft "G" in the word, point to the picture of the engine. We will write your name under the picture if you get your word right!

(Put these illustrations on the board).



engine



gate

Review for Hard and Soft "g"

Listen to go, gone, give. (Write the words on the board as you say them). Which sound do you hear? Yes, it is hard "g". Listen to the soft sound now in cabbage, magic, village. (Write the words on the board as you say them).

Today we will play a game with these two sounds. We'll draw a picture of a gate on the board to make us think of hard "g". Let's put a picture of an engine on the board to make us think of soft "g". I'll say a word. You may come to the board and point to the gate if your word has the hard sound of "g". If you hear soft "g" in the word, point to the picture of the engine. We will write your name under the picture if you get your word right!

(Put these illustrations on the board).

gate

engine

Dictate the following words:

grows	forget	guess	bridge
garden	big	change	gay
gate	good-by	cabbage	goes
gobble	bag	Goose	village
gave	galloping	engine	strange
forget	guess	magic	go
big	wag	girls	bag
girl	good	ago	porridge

Dictate the following words:

grown	forget	guess	bridge
garden	big	change	gay
gate	good-by	cabbage	goes
gobble	bar	Goose	village
gave	galloping	engine	strength
forget	guess	magic	go
big	was	girls	bag
girl	good	ago	portrait

"sm", "squ", "sn" and "sp" as Beginning Blends

Today we are going to listen to two letters that go together to make one sound. Listen to smell, small, smile, smart, smiling. (Write the words on the board and have the "sm" part of each word underlined).

Now let's listen to some words that begin like squirrel, squeak, squawk, squeal, square. (Put the words on the board as you say them). There are three letters in each word that are just alike. Who can find them? (Have the "squ" part underlined).

Let's listen to snow, sniff, snap. (Write the words on the board as you say them). Who can find the parts that are alike? (Have the "sn" part in each word underlined).

We have one more sound to listen to today. Listen to spot, spoon, spill. (Write the words on the board as you say them). Who sees a part that is the same in each word? (Have the "sp" part underlined in each word).

Here are some sentences. A word with one of these sounds will finish each sentence.

1. Be careful not to _____ the milk.	spill
2. We eat ice cream with a _____.	spoon
3. Another word for smell is _____.	sniff
4. Rain and _____fall from the sky.	snow
5. A _____ hides nuts for winter.	squirrel
6. You _____ with your nose.	smell

"sm", "squ", "sn" and "sp" as Beginning Blends

Today we are going to listen to two letters that go together to make one sound. Listen to small, small, smile, smart, smiling. (Write the words on the board and have the "sm" part of each word underlined).

Now let's listen to some words that begin like squirrel, squeak, squawk, squeal, square. (Put the words on the board as you say them). There are three letters in each word that are just alike. Who can find them? (Have the "squ" part underlined).

Let's listen to snow, sniff, snap. (Write the words on the board as you say them). Who can find the parts that are alike? (Have the "sn" part in each word underlined).

We have one more sound to listen to today. Listen to spot, spoon, spill. (Write the words on the board as you say them). Who does a part that is the same in each word? (Have the "sp" part underlined in each word).

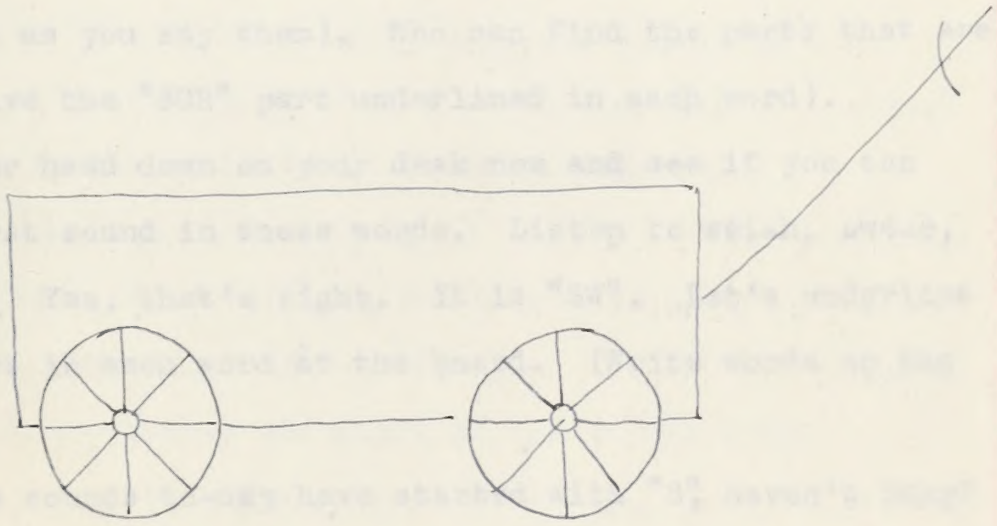
Here are some sentences. A word with one of these sounds will finish each sentence.

1. Be careful not to _____ the milk. spill
2. We eat ice cream with a _____. spoon
3. Another word for small is _____. sniff
4. Rain and _____ fall from the sky. snow
5. A _____ hides nuts for winter. squirrel
6. You _____ with your nose. smell

7. When the floor or the stairs makes a noise, we call the sound a _____. squeak

8. We can make our face wear a _____. smile

That was fun. Now let's think of some words that you know begin with these sounds. (Write the sounds sm, squ, sn, and sp on the board in a horizontal line). You may come and point to one of these sounds. I'll write the word you think of under the sound. We'll put your initials in this pretty wagon if you can give us a word. I wonder who will be able to get on this wagon? (Try to have each child participate).



7. When the floor or the stairs makes a noise, we call the sound a _____. squeak

8. We can make our face wear a _____. smile

That was fun. Now let's think of some words that you know begin with these sounds. (Write the sounds sw, squ, sn, and sp on the board in a horizontal line). You may come and point to one of these sounds. I'll write the word you think of under the sound. We'll put your initials in this pretty wagon if you can give us a word. I wonder who will be able to get on this wagon? (Try to have each child participate).

"STR", "SCR", "SW", "THR" and "WR" as Beginning Blends

To-day we want you to listen to some words that begin the same way. Listen very carefully. See if you can tell the first three letters that are alike. Dictate-

street strings straw

(Put the words on the board as you say them). Here are some other words. Say them after me. Dictate-

straight strap strong

strange

Now listen to scream, scrub, scratch, screen. (Put words on the board as you say them). Who can find the parts that are alike? (Have the "SCR" part underlined in each word).

Put your head down on your desk now and see if you can tell the first sound in these words. Listen to swish, sweep, swing, swim. Yes, that's right. It is "SW". Let's underline the "SW" part in each word at the board. (Write words on the board).

All the sounds to-day have started with "S", haven't they? Here is a sound that starts with another letter. Who will be able to tell me the beginning blend in three, through, thresh? (Write words on the board as you say them). Underline the initial blend. Say these words after me and make us hear the "THR" part. Dictate- throat, thread and repeat three, through, thresh.

Now let's see if you can find two letters this time in

"STR", "SCR", "SW", "THR" and "WR" as beginning blends

To-day we want you to listen to some words that begin the same way. Listen very carefully. See if you can tell the first three letters that are alike. Dictate-

street strings straw

(Put the words on the board as you say them). Here are some other words. Say them after me. Dictate-

straight strap strong

strange

Now listen to screen, scrub, scratch, screen. (Put words on the board as you say them). Who can find the parts that are alike? (Have the "SCR" part underlined in each word).

Put your head down on your desk now and see if you can tell the first sound in these words. Listen to swish, sweep, swing, swim. Yes, that's right. It is "SW". Let's underline the "SW" part in each word at the board. (Write words on the board).

All the sounds to-day have started with "S", haven't they? Here is a sound that starts with another letter. Who will be able to tell me the beginning blend in three, through, threat? (Write words on the board as you say them). Underline the initial blend. Say these words after me and make us hear the "THR" part. Dictate- threat, thread and repeat three, through, thread.

Now let's see if you can find two letters this time in

every word. You will hear one letter working hard but the first one is very lazy. Who can find the beginning sound in wren, write, wrap, wring. (Write words on the board as you say them and have the "WR" part underlined).

We've listened to five sounds to-day. Let's list them on the board.

Here are some riddles. A word that begins with one of these sounds will be your answer. See if you are a good riddle guesser to-day. I'll write your answer on the board. You may underline the first sound and tell us what it says.

1. It's right outside our door. Cars and trucks go on it. It's a place we should never play in. street
2. We tie a bundle with them. Robins use pretty colored ones for their nests. strings
3. It is a loud cry. Children and people do it if something happens to them suddenly. scream
4. We put it on windows and doors in the summer time. It keeps bugs and flies out of our homes. screen
5. This is a number. It comes after two and before four. That number and two more make five. three
6. This is a bird. They make their homes near people because they are not afraid of them. wren
7. We do this at the beach in the summer. We must be very careful when we do it. swim
8. Mother does this to the floor. She uses a broom to do it. sweep

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We've listened to five sounds to-day. Let's list them on the board.

Here are some riddles. A word that begins with one of these sounds will be your answer. See if you are a good riddle guesser to-day. I'll write your answer on the board. You may underline the first sound and tell us what it says.

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2. We tie a bundle with them. Robins use pretty colored ones for their nests. strings
3. It is a loud cry. Children and people do it if something happens to them suddenly. scream
4. We put it on windows and doors in the summer time. It keeps bugs and flies out of our homes. screen
5. This is a number. It comes after two and before four. That number and two more make five. three
6. This is a bird. They make their home near people because they are not afraid of them. wren
7. We do this at the beach in the summer. We must be very careful when we do it. swim
8. Mother does this to the floor. She uses a broom to do it. sweep

9. Cats and dogs do this at the door when they want to get in. It makes a funny noise on the screen. It starts just like screen. scratch

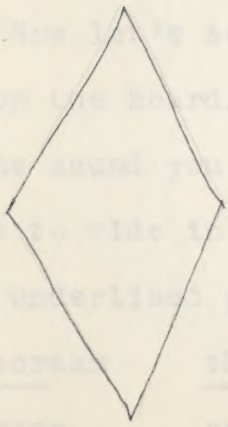
10. Mother uses this to sew with. It's a very thin string. She puts it in a needle. thread

Now let's see if you can get your initials in this diamond on the board. I will say a word and you must tell me either the first two or first three letters in the word.

1. The first two letters in swish.
2. The first three letters in straw.
3. The first three letters in strap.
4. The first two letters in wren.
5. The first three letters in scrub.

Proceed similarly asking for the underlined parts of the following words

street	strings	swing	thresh
throat	write	wrap	sweep
	strong	straight	



9. Cats and dogs do this at the door when they want to get in. It makes a funny noise on the screen. It starts just like screen. scratch

10. Mother uses this to sew with. It's a very thin string. She puts it in a needle. thread

Now let's see if you can get your initials in this diamond on the board. I will say a word and you must tell me either the first two or first three letters in the word.

1. The first two letters in swish.
2. The first three letters in strew.
3. The first three letters in strap.
4. The first two letters in wron.
5. The first three letters in scrub.

Proceed similarly asking for the abbreviated parts of the following words

street	stringy	swing	thread
throat	write	wrap	sweep
strong	straight		

Review for "SM", "SQU", "SN", "SP", "STR", "SCR", "SW", "THR" and "WR" as Beginning Blends

To-day I'm going to say some words and I wonder who can tell me the first sound they hear in each word. I'll write the sound on the board. (Arrange sounds in a horizontal row after children have listened to the following words).

small	squirrel	snow	string	spot
(sm)	(squ)	(sn)	(str)	(sp)

Now let's have two teams with a captain for each. Two people will come to the board at the same time. The person who finds the sound first wins a flag for his team. I wonder which team will have the more flags. Dictate these words-

smell	squirrel	spot	squeak	smile
snow	strings	spoon	strange	squawk
sniff	spill	snap	smiling	squeal
square	straw	swish	straight	swim
sweep	strap	string	smart	

That was fun.

Now let's see who can get on this airplane which I will put on the board. We'll put your name on it, if you can tell us the sound you hear at the beginning of these words. Who wants to ride in the airplane? Dictate words to children and have underlined part in each word identified.

scream	three	scratch	scrub	thresh
wren	screen	write	wring	wrap

Review for "SM", "SQU", "SW", "SP", "STR", "SCR", "SN", "THR" and "WR" as Beginning Blends

To-day I'm going to say some words and I wonder who can tell me the first sound they hear in each word. I'll write the sound on the board. (Arrange sounds in a horizontal row after children have listened to the following words).

small	squirrel	snow	string	spot
(sm)	(squ)	(sn)	(str)	(sp)

Now let's have two teams with a captain for each. Two people will come to the board at the same time. The person who finds the sound first wins a flag for his team. I wonder which team will have the more flags. Dictate these words-

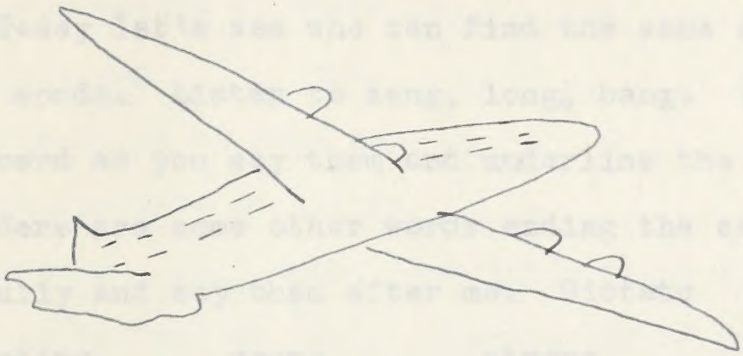
small	squirrel	spot	squeak	smile
snow	strings	spoon	strange	squawk
sniff	spill	snap	smiling	squeal
square	strew	swish	streamlet	swim
sweep	strap	string	smart	

That was fun.

Now let's see who can get on this airplane which I will put on the board. We'll put your name on it. If you can tell us the sound you hear at the beginning of these words. Who wants to ride in the airplane? Dictate words to children and have underlined part in each word identified.

scream	three	scratch	scrub	throw
wren	screen	write	wring	wrap

throat through thread



"ng" as a Final Speech Consonant

"nk" as a Final Blend

Today let's see who can find the same sound at the end of these words. Listen to sang, long, bang. (Write the words on the board as you say them and underline the "ng" part).

Here are some other words ending the same way. Listen carefully and say them after me. Dictate

sting	young	strong	wing
riding	bring	sang	morning
nothing	running	smiling	hung

Now let's listen to sounds that we hear in wink, bank, honk. (Write the words on the board as you say them). Who can find the parts that are alike? Yes, let's underline the "nk" part. Here are some other words which end the same way. Listen carefully and then say them after me. Dictate

tank	sank	Frank	drank
thank	bank	sink	pink
think	blink	rink	drink

Let's have some fun with these sounds. Here are some stories with a missing word. See which ending belongs in the sentence.

1. _____ went the firecracker!	Bang
2. We say _____ you if we are polite.	thank
3. Light red is called _____.	pink
4. We wash dishes at the _____.	sink

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riding	bring	song	morning
nothing	running	ending	hung

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tank	sank	frank	drunk
think	bank	sink	pink
think	bitch	wink	think

Let's have some fun with these sounds. Here are some stories with a missing word. See which ending belongs in the sentence.

1. _____ went the firecracker! Bang
2. We say _____ you if we are polite. thank
3. Light red is called _____. pink
4. We wash dishes at the _____. sink

5. We can _____ our eyes. blink

6. The bell went _____. ting-a-ling

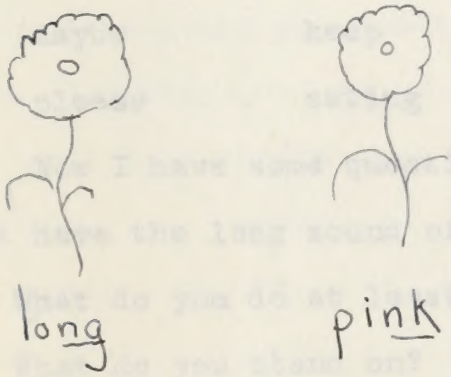
7. The opposite of short is _____. long

8. A bee can _____ you. sting

9. Milk helps to make us _____. strong

10. The opposite of old is _____. young

That was good work. Now let's plant a garden of words that end in "ng" or "nk". I wonder if we can plant a big garden? I'll draw a flower on the board and put your word under it. Remember to say the word and tell us the ending!



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Long Sound of "E"

Today we are going to listen to the letter "E". (Put the letter on the board). "E" is going to talk to you and say his name in these words which I shall write on the board for you. Listen very carefully. See if you can hear the letter "E". Dictate he, she, be. (Write the words on the board as you say them and underline the letter "E"). How many heard "E" talk? Yes, we hear "E" saying his name and we call this the long sound of "E". Here are some other words in which we hear "E". Listen and say them after me. Dictate

Sleepy	street	detour	need
seed	Bee	before	week
maybe	keep	see	eat
please	eating	easy	cream

Now I have some questions for you. Remember your answer must have the long sound of "E".

1.	What do you do at least three times a day?	eat
2.	What do you stand on?	feet
3.	What do we plant in the garden?	seeds
4.	What is the color of the grass?	green
5.	What is a polite word?	please
6.	What does the chicken say?	peep
7.	What grows very tall?	tree
8.	What is another word for plenty?	enough
9.	What do we do at night?	sleep

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7. What grows very tall? tree
8. What is another word for plenty? enough
9. What do we do at night? sleep

10. What do we call more than one goose? geese

Now I will say some words. If you hear the long sound of "E" you may stand. Remember, stand quickly if "E" says his name. Don't let me catch you. Dictate

Bee	wet	deep	let
Betty	peep	young	Halloween
star	seeds	rose	tall
enough	maybe	please	eat

Now let's have two teams! You must stand when it is your turn. If you hear "E" talking, sit down quickly. See if you can beat the boy or girl on the other team! Of course, if "E" isn't talking, you must stay on your feet. We'll give your team a point when you don't make a mistake. Let's have a good game! Dictate

me	while	be	quiet
pan	path	feet	warm
smile	she	neck	middle
wash	see	skate	wee
street	maple	keep	legs
green	else	flour	three

10. What do we call more than one goose? geese

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betty	peep	young	Hallowean
star	seeds	rose	tall
enough	maybe	please	sat

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me	while	be	quiet
pen	path	feet	warm
smile	she	neck	middle
wash	see	skate	wee
street	maple	keep	legs
green	else	flour	three

Short Sound of "E"

Yesterday you listened to the long sound of the letter "E". To-day we are going to hear just the opposite sound. What will we call this sound to-day? Yes it is the short sound. Listen to these words as I write them on the board. Dictate- get, hen, well pet. (Underline the "E" part).

Here are some other words with the short sound of "E". Listen to the word and say it carefully after me. Dictate-

helped	let	met	next	nest
forget	wet	rest	Betty	getting

Here are some sentences that have a word missing. See if you can think of a word with the short sound of "E" to finish each sentence.

1.	We call kittens and puppies our _____.	pets
2.	A bird's house is called his _____.	nest
3.	Sometimes there is a _____ around a yard.	fence
4.	When it rains sometimes we get _____.	wet
5.	A _____ tells us it is time to go home.	bell
6.	We get _____from hens.	eggs
7.	Always do your very _____work.	best
8.	When the little girl _____down, she hurt herself.	fell
9.	We are in the _____grade.	second
10.	When it snows we like to slide on our _____.	sleds

That was good. Now I will say some words and if you hear the short sound of "E" you may clap your hands.

Short Sound of "E"

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Here are some other words with the short sound of "E". Listen to the word and say it carefully after me. Dictate-

helped let met next neat

forget wet that Betty getting

Here are some sentences that have a word missing. See if you can think of a word with the short sound of "E" to finish each sentence.

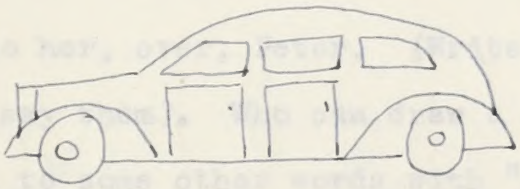
1. We call Kittens and puppies our _____. pets
2. A bird's house is called his _____. nest
3. Sometimes there is a _____ around a yard. fence
4. When it rains sometimes we get _____. wet
5. A _____ tells us it is time to go home. bell
6. We get _____from home. eggs
7. Always do your very _____work. best
8. When the little girl ____down, she hurt herself. fell
9. We are in the _____grade. second
10. When it snows we like to slide on our _____. sleds

That was good. Now I will say some words and if you hear the short sound of "E" you may clap your hands.

Dictate-

get	wet	nest	aunt	boy
girl	hen	enough	she	forget
detour	left	getting	pets	street

Now I'll say a group of three words. One of the words will have the short "E" sound. See if your sharp ears will tell you the word. Raise your hand if you know. We'll put your name under the automobile on the board.



Will you be lucky enough to go for a ride to-day?

Dictate-

helped	wee	long
watch	neck	apron
let	clock	Zeke
yard	wet	ding-dong
back	rest	rake
family	potato	Betty
tell	barn	hat
bad	ten	cat
nest	star	save
candy	get	sang

Dictate-

get	wet	neat	aunt	boy
girl	hen	enough	she	forget
detour	left	getting	pets	street

Now I'll say a group of three words. One of the words will have the short "E" sound. See if your sharp ears will tell you the word. Raise your hand if you know. We'll put your name under the automobile on the board.

Will you be lucky enough to go for a ride to-day?

Dictate-

helped	wee	long
watch	neck	apron
lat	clock	Zeke
yard	wet	ding-dong
back	rest	rake
family	potato	pretty
tell	barn	net
bad	ten	cat
neat	star	save
candy	get	sank

The Sound of "E" with "R"

You have listened to the vowels "A" and "I" when they have had long sounds and short sounds. You have heard them, too, with another letter. Do you remember when we listened to car, far, park and to third, birthday, and bird we heard another letter with "A" and "I"? (Write the words on the board as you say them and underline the "AR" and "IR" parts).

Of course, you can guess now that we will hear "R" with "E" today!

Listen to her, over, Peter. (Write the words on the board as you say them). Who can draw a ring around the "ER" part? Listen to some other words with "E" and "R" together. Make us hear the "ER" part. Dictate

rooster	were	better	water
woodpecker	butter	sister	summer
dinner	paper	bigger	winter

Now we have some questions for you. A word with "ER" will be your answer.

1. What is the season of the year that comes after spring? summer
2. What is something said in a soft voice? whisper
3. What do we put on bread? butter
4. What do we drink? water
5. What is the day before today called? yesterday
6. What is the opposite of forget? remember

The Sound of "E" with "R"

You have listened to the vowels "A" and "I" when they have had long sounds and short sounds. You have heard them, too, with another letter. Do you remember when we listened to ear, fer, perk and to third, birthday, and bird we heard another letter with "A" and "I"? (Write the words on the board as you say them and underline the "AR" and "IR" parts).

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woodpecker	butter	clever	supper
dinner	paper	bigger	winter

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5. What is the day before today called? yesterday
6. What is the opposite of forget? remember

7. What tool does a carpenter use? hammer

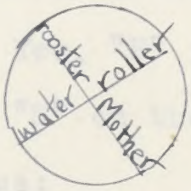
8. What do we write on? paper

9. Who works hard for us at home? Mother

10. What kind of skates do we use on a sidewalk?

roller

Now let's see how many words we can write on the board with "ER" in them? We'll make word wheels with colored chalk! A word will make a spoke on the wheel. I wonder how many pretty wheels we can make?



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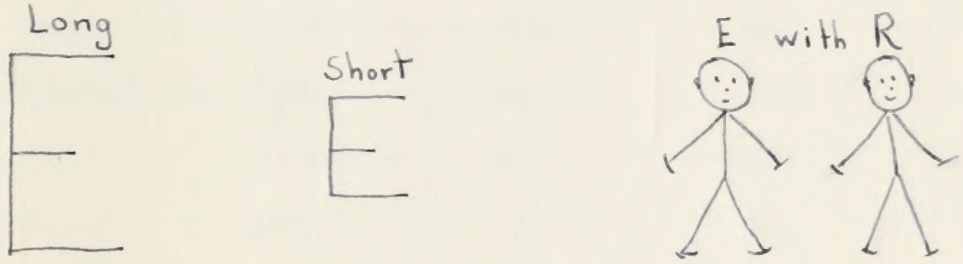
Review for Long "E", Short "E" and "E" with "R"

Who can tell us which sound you hear in we, she, be? (Write the words on the board as you say them and underline the letter "E"). Yes, it is the long sound of "E". Let's put long "E" on the board.

If you hear wet, get, let you hear just the opposite sound of "E". (Write the words on the board as you say them). That's right, it is short "E". Let's put short "E" on the board, too!

Sometimes we hear "E" with another letter in roller, wonder, corner. (Write the words on the board and circle the "ER" part in each word). Yes, "E" is with "R" in these words so we will put "E" with "R" on the board.

Illustrate the above as follows:



Let's play a game with these three sounds of "E". We'll have two teams. I'll say a word and you must find the right sound you hear in the word before the person on the other team does. We'll keep score. Ready? Listen with sharp ears! (After a child has found the right sound of "E" have him tell the position of the sound in the word).

Review for Long "E", Short "E" and "R" with "R"

Who can tell us which sound you hear in we, are, her (Write the words on the board as you say them and underline the letter "E"). Yes, it is the long sound of "E". Let's put long "E" on the board.

If you hear wet, get, let you hear just the opposite sound of "E". (Write the words on the board as you say them). That's right, it is short "E". Let's put short "E" on the board, too!

Sometimes we hear "E" with another letter in roller, wonder, corner. (Write the words on the board and circle the "ER" part in each word). Yes, "E" is with "R" in these words so we will put "E" with "R" on the board.

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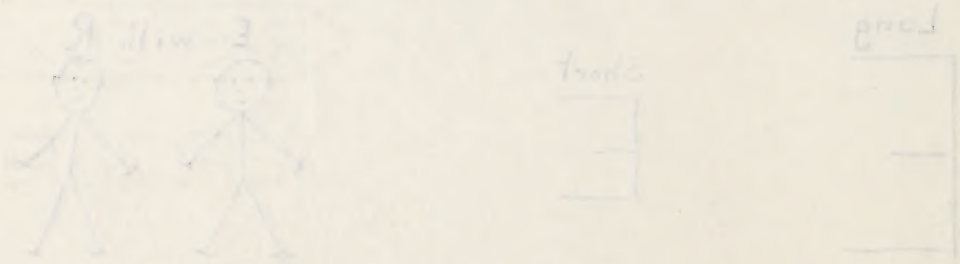

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Dictate

geese	get	paper	whisper	matter
hen	week	over	roller	met
Betty	her	peep	pets	perhaps
rest	rooster	eggs	getting	water
hammer	street	well	left	winter
supper	louder	sleep	enough	nest
forget	never	sleepy	Bee	next
tell	sister	detour	green	see

Dicuele				
geese	get	paper	whisper	matter
ken	week	over	roller	not
Betty	her	peep	peta	perhaps
read	rooster	eggs	getting	water
hammer	street	wall	left	winter
supper	louder	sleep	enough	nest
forget	never	sleepy	see	next
tell	slater	detour	green	see

Long Sound of "O"

Today I am going to say some stories for you. Listen carefully and see if you can tell us which letter you hear most often. Dictate the following emphasizing the letter "O".

1. The poky pony is old.
2. Telephone when you are going home.
3. Go over to the store.

Who heard a letter talking? Yes, it is "O" saying his name. (Write the letter on the board). Now listen to some words with the same sound. Listen to open, both, hope. (Write the words on the board as you say them and underline the letter "O").

Here are some other words for you to say after me. Make us hear the "O" part! Dictate

roll	cold	story	ago
almost	nose	those	joke
told	hole	go	boat
hello	pony	no	so

Here are some riddles. See if you can guess the answer!

1. You sail it on the water. You like to ride in a big one.

   boat

2. We say this to people when we meet them. It is usually the first word we say when we answer the telephone.

   hello

3. The weather gets this way in the winter. It is the

Long Sound of "O"

Today I am going to say some stories for you. Listen carefully and see if you can tell us which letter you hear most often. Delete the following emphasizing the letter "O".

1. The poky pony is old.
2. Telephone when you are going home.
3. Go over to the store.

Who heard a letter talking? Yes, it is "O" saying his name. (Write the letter on the board). You listen to some words with the same sound. Listen to open, both, hope. (Write the words on the board as you say them and underline the letter "O").

Here are some other words for you to say after me. Make us hear the "O" part! Dilate

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2. We say this to people when we meet them. It is usually the first word we say when we answer the telephone. hello
3. The weather gets this way in the winter. It is the

opposite of warm. cold

4. We do this to the windows and doors. It is the opposite of shut. open

5. It is where you come from in the morning and the place you go back to when school is over. home

6. We can talk to people on this. It is black in color. We have one in school. telephone

7. This is a small horse. Boys and girls love to have a ride on him. pony

8. You do errands for Mother at this place. We buy things there. store

9. You can read this to me. You like to have me read a good one to you. story

10. It's a part of your face between your eyes and above your mouth. nose

Now I'm going to see if you know the letter "O" when you hear him. We'll dress him up to be a clown face. (Put picture of clown on the board). I'll say three words. One of the words will have the long sound of "O". If you can pick out the word with long "O", we'll write your name under the clown! Dictate

1.	<u>home</u>	smile	fly
2.	skate	<u>no</u>	fast
3.	rub	town	<u>pony</u>
4.	<u>go</u>	really	Jim
5.	fat	Peter	<u>so</u>

opposite of warm. cold

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1. <u>Home</u> smile fly
2. skate <u>no</u> fast
3. rub town <u>cone</u>
4. <u>Go</u> really <u>time</u>
5. fat Peter <u>so</u>

6.	old	strange	sang
7.	sleds	buy	open
8.	quiet	as	over
9.	telephone	tweet	name
10.	poky	tall	us
11.	turtle	store	letter
12.	Penny	story	line
13.	both	proud	late
14.	move	pan	cold
15.	roll	trap	seed
16.	alone	Sam	spring
17.	lunch	ago	top
18.	clown	hope	use
19.	bed	pot	roller
20.	nose	dust	pie
21.	end	those	box
22.	fix	hello	clock
23.	cap	aunt	potato
24.	foot	angry	told
25.	face	bark	going

6.	old	strange	song
7.	slade	buy	open
8.	quiet	an	over
9.	telephone	tweet	name
10.	rocky	tell	us
11.	turtle	store	letter
12.	Penny	story	line
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16.	alone	Sam	spring
17.	lunch	ago	top
18.	clown	hope	use
19.	bed	pot	roller
20.	rose	dust	pie
21.	mud	those	box
22.	fix	hello	clock
23.	map	sunk	potato
24.	foot	angry	told
25.	face	bark	rotor

Short Sound of "O"

We had fun listening to the long sound of the letter "O". (Write the letter on the board). We said that "O" talked in words like pony, so, home. (Write the words on the board as you say them). Today "O" is not going to talk to you. Which sound does a vowel have when it doesn't talk? Yes, we call it the short sound. Listen to short "O" in pocket, top, got. (Write the words on the board as you say them and underline the letter "O"). Listen to some other words with the short sound. You may say them after me. Dictate

Mother	Molly	not	Spot
sorry	lot	dog	robin
hop	doll	pot	jolly

Now we want you to listen to some questions. See if you can tell us the answer. It must be a word with the short sound of "O".

1. What do the cars do at the red light?	stop
2. What do girls like to play with?	doll
3. What can you do on one foot?	hop
4. How does a clown look when he makes you laugh? The word begins with "j".	jolly
5. What do we cook vegetables in?	pot
6. Who says, "Bow-wow?"	dog
7. What is the opposite of hard?	soft
8. What is the opposite of bottom?	top

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4. How does a clown look when he makes you laugh? The word begins with "j". jolly
5. What do we cook vegetables in? pot
6. Who says, "bow-wow?" dog
7. What is the opposite of hard? soft
8. What is the opposite of bottom? top

9. Where do you carry your handkerchief? pocket

10. What is another word for fall? It begins with "dr". drop

Now we'll play a game with short "O". We'll draw short "O" on the board. This time his face will be small and his mouth will be closed because he isn't talking, you see.

I'll give you three words. One word will have the short sound of "O". If you know the word we will give you a star to wear. Dictate

1.	Molly	dinner	going
2.	Jim	doll	color
3.	glad	milk	hop
4.	put	box	us
5.	not	were	very
6.	rain	robin	nest
7.	Nancy	may	pocket
8.	stop	last	man
9.	old	got	quack
10.	Jack	cat	drops
11.	Jolly	do	fun
12.	happy	Bobby	thank
13.	talk	who	top
14.	hot	she	hello
15.	Puff	trot	see
16.	soft	up	we
17.	big	stop	Baby

9. Where do you carry your handkerchief? pocket

10. What is another word for fall? It begins with "dr". drop

Now we'll play a game with short "O". We'll draw short "O" on the board. This time his face will be small and his mouth will be closed because he isn't talking, you see.

I'll give you three words. One word will have the short sound of "O". If you know the word we will give you a star to wear. Dictate

1. Molly	dinner	going
2. Jim	doll	color
3. glad	milk	hop
4. put	box	us
5. not	were	very
6. rain	robin	most
7. Nancy	may	pocket
8. stop	last	man
9. old	not	quack
10. Jack	cat	drops
11. Jolly	go	fun
12. happy	hobby	thank
13. talk	who	hop
14. hot	she	hello
15. Puff	trot	sue
16. soft	up	we
17. big	stop	baby

18.	my	dog	make
19.	lot	down	it
20.	run	fox	we
21.	red	pet	pot
22.	Tom	was	yes
23.	yellow	Spot	green
24.	give	Bill	dog
25.	pocket	corn	deep

18. my	dog	make
19. Jack	down	it
20. run	fox	we
21. red	pet	pot
22. Tom	was	you
23. yellow	Spot	green
24. give	Bill	dog
25. pocket	corn	dues

The Sound of "OW" as in "Crow" and "Cow"

We have been listening to long "O" and short "O". Today we are going to listen to "O" when another letter is with him. That letter is "W". Sometimes "O" with "W" sounds like what you say when you hurt yourself! Here are some words with that sound. Listen to now, cow, town. (Write the words on the board as you say them). Who can find the part that says "OW"?

Here is the other sound of "O" with "W". This time it seems Mr. "O" wants to be heard! Listen to show, yellow, blow. (Write the words on the board as you say them and underline the "OW" part).

You know if you see a new word with "OW" in it you must try saying both sounds. Let's listen to these two sentences. You will hear the same word with the long "O" sound one time and then you will hear it with the "OW" sound.

1. Mary had a pretty <u>bow</u> in her hair.
2. We <u>bow</u> to one another as we meet.

(Discuss the way "bow" is used in each sentence).

Here are some other sentences. See if you can tell us the word you hear with "O" and "W". You may come to the board and point to a word that sounds like the word in your sentence.

1. We are in school <u>now.</u>
2. A <u>crow</u> is black.

The Sound of "OW" as in "Crow" and "Cow"

We have been listening to long "O" and short "O".

Today we are going to listen to "O" when another letter is with him. That letter is "W". Sometimes "O" with "W" sounds like what you say when you hurt yourself! Here are some words with that sound. Listen to now, cow, town. (Write the words on the board as you say them). Who can find the part that says "OW"?

Here is the other sound of "O" with "W". This time it seems Mr. "O" wants to be heard! Listen to slow, yellow, blow. (Write the words on the board as you say them and underline the "OW" part).

You know if you see a new word with "OW" in it you must try saying both sounds. Let's listen to these two sentences. You will hear the same word with the long "O" sound one time and then you will hear it with the "OW" sound.

1. Mary had a pretty bow in her hair.
2. We bow to one another as we meet.

(Discuss the way "bow" is used in each sentence).

Here are some other sentences. See if you can tell us the word you hear with "O" and "W". You may come to the board and point to a word that sounds like the word in your sentence.

1. We are in school now.
2. A crow is black.

3. The wind can blow.

4. What is tomorrow's name?

5. We can look out the window.

6. You like to play "Follow the Leader".

7. We see jolly clowns at the circus.

8. Down is the opposite of up.

9. A town is smaller than a city.

10. We get milk from a cow.

(Have the children add other words with "O" and "W").

3. The wind can blow.

4. What is tomorrow's name?

5. We can look out the window.

6. You like to play "Follow the leader".

7. We see jolly clowns at the circus.

8. Down is the opposite of up.

9. A town is smaller than a city.

10. We get milk from a cow.

(Have the children add other words with "O" and "W").

Long and Short Sounds of "U"

Today we are going to listen to the letter "U". (Write the letter on the board). Listen to "U" as he says his name in use, beauty, music, beautiful. (Write the words on the board as you say them and underline the "U" part). What did you hear him say? Yes, it sounded just like the word "you" and we call this the long sound of "U". Now we will listen to another sound of "U". Yes, you are right,"U" has a short sound,too. Listen to up, grunt, rub, shut, scrub. (Write the words on the board as you say them and underline the letter "U"). Here are some other words with the same short sound. Listen carefully and then say them after me. Dictate

summer	upside	ugly	umbrella
until	under	puppy	bump

Now I'll say some sentences for you. Tell us the sound of "U" that you hear. Just say long "U" or short "U"! I'll draw a house on the board. Your name will go on the house if you know which "U" is in the sentence.

1. An <u>umbrella</u> keeps the rain off us.
2. A <u>puppy</u> is a little dog.
3. Pretty flowers are <u>beautiful</u>.

Long and Short Sounds of "U"

Today we are going to listen to the letter "U". (Write the letter on the board). Listen to "U" as Mu says his name in use, beauty, music, beautiful. (Write the words on the board as you say them and underline the "U" part). What did you hear him say? Yes, it sounded just like the word "you" and we call this the long sound of "U". Now we will listen to another sound of "U". Yes, you are right."U" has a short sound,too. Listen to up, grunt, rub, shut, sound. (Write the words on the board as you say them and underline the letter "U"). Here are some other words with the same short sound. Listen carefully and then say them after me. Diphthe

summer	upside	ugly	umbrella
until	under	puppy	bump

Now I'll say some sentences for you. Tell us the sound of "U" that you hear. Just say long "U" or short "U"! I'll draw a house on the board. Your name will go on the house if you know which "U" is in the sentence.

1. An umbrella keeps the rain off us.
2. A puppy is a little dog.
3. Pretty flowers are beautiful.

4. Father cut the grass.

5. We go to the beach in summer.

6. We use a knife and fork when we eat.

7. When we scrub things we clean them.

8. The car went over a bump in the road.

Now we'll play a game with long and short "U" words. I'm going to say some words for you. Every time you hear a word with long "U" or short "U" you may clap your hands.

Dictate

umbrella	off	potatoes	scare
puppy	bumpety	butter	cap
beautiful	cut	dress	ear
dancing	summer	right	use
letter	crack	scrub	end
ten	bump	until	shut
grunt	today	telephone	up

4. Father <u>cut</u> the grass.

5. We go to the beach in <u>summer</u>.

6. We <u>use</u> a knife and fork when we eat.

7. When we <u>scrub</u> things we clean them.

8. The car went over a <u>bump</u> in the road.

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<u>umbrella</u>	off	potatoes	score
<u>puppy</u>	<u>bumpety</u>	<u>butter</u>	cap
<u>beautiful</u>	<u>cut</u>	grass	car
dancing	<u>summer</u>	right	<u>use</u>
letter	crack	<u>scrub</u>	and
ten	<u>bump</u>	<u>until</u>	<u>shut</u>
<u>crunk</u>	today	telephone	<u>up</u>

The Sound of "OO" as in "Book" and "Food"

Today we are going to listen to two "O's" together as in book, cook, good. (Write the words on the board as you say them and underline the "OO" part). Here are some other words with the same sound you hear in book. You may say the words after me. Dictate

good-by	wood	took	foot
look	shook	cookie	shook

Now we will listen to these same letters again but see if you can tell us the sound they have now. Listen to food, fool, moo. (Write the words on the board as you say them and underline the "OO" part). Listen again and say these words after me. Dictate

poor	soon	goose	roof
school	room	too	cool

Who knows what we will do if we see a word in a sentence with these two letters? Yes, we will try both sounds and see which way makes a word that fits into the sentence.

Let's listen to some sentences now and see if you can tell us which sound of "OO" you hear. Tell us whether you hear "OO" as in "book" or "food".

1. Are you a <u>good</u> boy?
2. We like to read a <u>book</u>.
3. We eat a <u>cookie</u>.
4. We come to <u>school</u> every day.

The Sound of "OO" as in "Book" and "Food"

Today we are going to listen to two "O's" together as in book, cook, good. (Write the words on the board as you say them and underline the "OO" part). Here are some other words with the same sound you hear in book. You may say the words after me. Dictate

good-by	wood	book	foot
look	shook	cookie	shook

Now we will listen to those same letters again but see if you can tell us the sound they have now. Listen to food, food, moo. (Write the words on the board as you say them and underline the "OO" part). Listen again and say these words after me. Dictate

poor	soon	goose	tool
school	room	too	cool

Who knows what we will do if we see a word in a sentence with these two letters? Yes, we will try both sounds and see which way makes a word that fits into the sentence.

Let's listen to some sentences now and see if you can tell us which sound of "OO" you hear. Tell us whether you hear "OO" as in "book" or "food".

1. Are you a good boy?
2. We like to read a book.
3. We eat a cookie.
4. We come to school every day.

5. A cow says, "Moo".

6. This is our room.

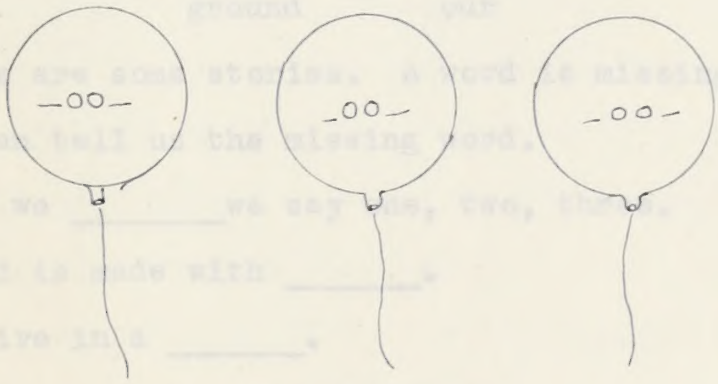
7. You like to fool people on Halloween.

8. We say good-by when we go away.

9. Mother shook her head.

10. Food is good to eat.

Now we will pretend we are at the cirdus. The balloon man has many balloons to sell. Some of them aren't quite blown up enough. You can blow the balloon up by filling in the letters. Then the balloon will be yours and we will put your name under it for you. (Put several balloons on the board).



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8. We say good-by when we go away.

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The Sound of "OU" as in "Pound"

You have listened to words like cow, flower, now. (Write the words on the board as you say them and underline the "OW" part). Today we are going to hear that same sound. "O" is still one of the letters but this time "U" is with "O". Listen to pound, round, out, mouse. (Write the words on the board and underline the "OU" part). How many can hear that "OW" and "OU" sound alike? Here are some other words with the "OU" sound. Listen carefully and say them after me.

Dictate

count	mouth	loud	proud
about	house	flour	shout
	ground	our	

Here are some stories. A word is missing in each. See if you can tell us the missing word.

1.	When we _____ we say one, two, three.	count
2.	Bread is made with _____.	flour
3.	We live in a _____.	house
4.	We go _____ to play at recess.	out
5.	This is _____ room.	our
6.	A _____ likes to eat cheese.	mouse
7.	We should read _____ enough to be heard.	loud
8.	Mother and Father want to be _____ of you.	proud
9.	When we talk in a very loud voice we ____.	shout
10.	A circle is _____.	round

The Sound of "OU" as in "Found"

You have listened to words like cow, flower, now. (Write the words on the board as you say them and underline the "OW" part). Today we are going to hear that same sound. "O" is still one of the letters but this time "U" is with "O". Listen to pound, round, out, house. (Write the words on the board and underline the "OU" part). How many can hear that "OW" and "OU" sound alike? Here are some other words with the "OU" sound. Listen carefully and say them after me.

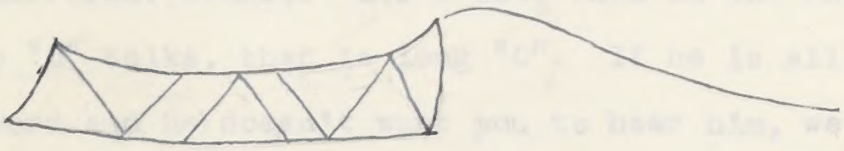
Dictate

count	mouth	loud	proud
about	house	flour	about
	ground	our	

Here are some stories. A word is missing in each. See if you can tell us the missing word.

1. When we _____ we say one, two, three. count
2. Bread is made with _____. flour
3. We live in a _____. house
4. We go _____ to play at recess. out
5. This is _____ room. our
6. A _____ likes to eat cheese. mouse
7. We should read _____ enough to be heard. loud
8. Mother and Father want to be _____ of you. proud
9. When we talk in a very loud voice we _____. shout
10. A circle is _____. round

Now I wonder if you would like a ride on this pretty sled? We'll write some words on the board which have "OU" in them. If you can find the part and tell us the word we'll write your initials on the sled! Let's all go for a ride! (Write the words used in this lesson on the board).



The Sound of the Diphthongs "OI" and "OY"

Review for Long "O", Short "O" and "O" with "W"

Today we are going to put two other letters with "O". They have the same sound so listen carefully. Listen to boy, toy, noise, voice, boil. (Write the words on the board as you say them and underline the "OI" and "OY" parts).

We have listened to the letter "O" and we know it has many different sounds. Let's list them on the board. When we say "O" talks, that is long "O". If he is all by himself in a word and he doesn't want you to hear him, we call him short "O". When you hear the words "cow" or "low" you hear the sound of "O" with "W".

I'm going to see how well you remember these sounds today. We'll have two teams. I'll say a word. You must find the sound in the word before the person on the other team does! We'll give your side a star if you find the right sound first! (Write the following on the board).

Long "O"	Short "O"	"OI" and "OY"		"OW"	
Dictate					
poky	doll	boy	tomorrow	ago	crow
Molly	toy	stop	nose	blow	jolly
show	store	cow	window	follow	how
roller	know	now	yellow	voice	grow
clown	dog	robin	noise	flower	hope
hop	down	boil	pot	open	both

The Sound of the Diphthongs "OI" and "OY"

Review for Long "O", Short "O" and "O" with "W"

Today we are going to put two other letters with "O". They have the same sound so listen carefully. Listen to boy, toy, noise, voice, boil. (Write the words on the board as you say them and underline the "OI" and "OY" parts).

We have listened to the letter "O" and we know it has many different sounds. Let's list them on the board. When we say "O" twice, that is long "O". If he is all by himself in a word and he doesn't want you to hear him, we call him short "O". When you hear the words "now" or "low" you hear the sound of "O" with "W".

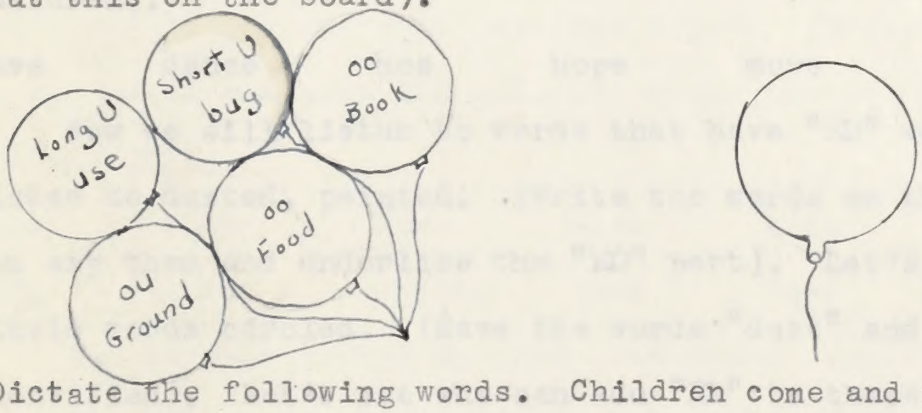
I'm going to see how well you remember these sounds today. We'll have two teams. I'll say a word. You must find the sound in the word before the person on the other team does! We'll give your side a star if you find the right sound first! (Write the following on the board).

Long "O"	Short "O"	"OI" and "OY"	"OW"
Dictate			
poky	doll	boy	tomorrow	ago	grow
Molly	toy	stop	noise	slow	jolly
snow	store	now	window	follow	how
roller	home	now	yellow	voice	crow
clown	dog	robin	noise	flower	hope
hop	down	boil	pot	open	bath

Review for Long and Short "U", "OO" as in "Book" or "Food" and "OU" as in "Ground"

Today we are going to find out who really has sharp ears! We'll pretend we are at the circus. We hear the balloon man selling his pretty balloons. Instead of telling you what color they are, he will say a word. If you can come up to the board and point to the balloon that has the sound you hear, we will put your name in this big balloon!

(Put this on the board).



(Dictate the following words. Children come and find the sound they hear. Write their name in the big balloon if they are correct).

our	up	book	room	use
out	grunt	cookie	fool	shut
ground	good	moo	must	too
shout	foot	cut	shook	umbrella
flour	soon	about	ugly	took
school	just	house	under	good-by
roof	bump	duck	mouse	scrub

Review for Long and Short "u", "oo" as in "Boon" or "Good" and "OU" as in "Ground"

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(Put this on the board).

(Dictate the following words. Children come and find the sound they hear. Write their name in the big balloon if they are correct).

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out	grunt	cookie	foot	shut
ground	good	moo	must	too
shout	foot	cut	shook	umbrella
flour	soon	short	ugly	took
school	just	house	water	good-by
roof	bump	duck	moose	scrub

Word Variants "D", "ED" and "ING"

Today we are going to listen to words that end like lived, liked, surprised, tied. (Write the words on the board as you say them and underline the ending "D"). How many can see and hear a word in each of these words? (Have the word circled). I'm going to put some other words on the board and I wonder who can tell us the word you make when you add "D". (Write these words on the board and have the "D" added by the children).

wave dance hoe hope move

Now we will listen to words that have "ED" added to them. Listen to dusted, painted. (Write the words on the board as you say them and underline the "ED" part). Let's have the little words circled. (Have the words "dust" and "paint" identified). Let's see who can add "ED" to these words to make a new word! (Write need, quiet,weed on the board). Look at some words that end in "Y". (Write carry, hurry, try, cry). You must change the "Y" to an "I" before you add the "ED". (Have the children do this at the board and pronounce the new word).

Now let's listen to some words that end like helping, jumping, looking, playing, working. (Write the words on the board as you say them and underline the "ING" part). Who sees and hears a word in each big word? (Have the little words circled and pronounced). Now I'll write some words on

Word Variants "D", "ED" and "ING"

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wave dance due hope move

Now we will listen to words that have "ED" added to them. Listen to dusted, painted. (Write the words on the board as you say them and underline the "ED" part). Let's have the little words circled. (Have the words "dust" and "paint" identified). Let's see who can add "ED" to these words to make a new word! (Write need, quiet, wood on the board). Look at some words that end in "Y". (Write carry, hurry, try, cry). You must change the "Y" to an "I" before you add the "ED". (Have the children do this at the board and pronounce the new word).

Now let's listen to some words that end like helping, jumping, looking, playing, working. (Write the words on the board as you say them and underline the "ING" part). Who sees and hears a word in each big word? (Have the little words circled and pronounced). Now I'll write some words on

the board and you may come and add "ING" to each word.

(Write the following on the board).

laugh	talk	bump	call	eat	feed
go	gallop	paint	walk	ask	snow

Sometimes words that end in "E" drop that "E" and add "ING" to make a new word. Listen to hiding, riding, smiling. (Write the words on the board as you say them and underline the "ING" part). Once these words were hide, ride, smile. (Write the words on the board and compare the word forms). Let's see if you can make some new words! (Write the words on the board and have the children erase the final "E" before adding "ING").

live	dance	come	give	make	surprise
bake	take	excite	joke	move	telephone

Now we will listen to some sentences. One word in each sentence will have the sound of either "D", "ED" or "ING". Be ready to tell us the word and the sound you hear and we will give you a flower to wear.

1. Nancy is <u>talking</u>.
2. Mother was <u>calling</u> Tim.
3. Mrs. Goose <u>dusted</u> her house.
4. Father <u>weeded</u> his garden.
5. The farmer <u>painted</u> his barn.
6. Tom <u>waved</u> his flag.
7. Sally <u>danced</u> at the party.
8. The family <u>moved</u> away.

the board and you may come and add "ING" to each word.

(Write the following on the board).

laugh	talk	drop	call	eat	feed
go	gallop	make	walk	ask	snow

Sometimes words that end in "E" drop that "E" and add "ING" to make a new word. Listen to biking, riding, smiling. (Write the words on the board as you say them and underline the "ING" part). Once these words were bike, ride, smile. (Write the words on the board and compare the word forms). Let's see if you can make some new words! (Write the words on the board and have the children erase the final "E" before adding "ING").

live	dance	care	give	make	surprise
bake	take	erase	lose	move	telephone

Now we will listen to some sentences. One word in each sentence will have the sound of either "D", "ED" or "ING". Be ready to tell us the word and the sound you hear and we will give you a flower to wear.

1. Nancy is <u>talking</u>.
2. Mother was <u>painting</u> the.
3. Mrs. Goose <u>dusted</u> her house.
4. Father <u>weeded</u> his garden.
5. The farmer <u>painted</u> his barn.
6. Tom <u>waved</u> his flag.
7. Sally <u>danced</u> at the party.
8. The family <u>moved</u> away.

Word Variants "Y" and "LY"

Today we are going to notice how "Y" on the end of a word changes the word. Listen to Billy, sunny, rainy. (Write the words on the board as you say them and underline the "Y" part). I'll write some other words on the board and you may come and add "Y" to them. Tell us the new word you make. (Write the following on the board).

snow sleep sand show aunt fair

Now let's listen to some words and this time see if you can find the two letters on the end of each. Listen to quickly, suddenly, slowly, friendly. (Write the words on the board as you say them and underline the "LY" part). Now I'll write some other words on the board. You may come and add "LY" to each. Tell us the word you make. (Write these words on the board).

bright hard loud proud present real

quiet late queer wild

Who remembers what we do to "Y" before we add other letters? Yes, we change the "Y" to "I". See if you can make a new word out of these words. (Put these words on the board).

happy pretty busy sleepy angry heavy

(For added practice divide the class into two teams. Dictate the above words with their endings and see which side can tell the ending first. Keep score!)

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snow sleep sand show sunk fair

Now let's listen to some words and this time see if you can find the two letters on the end of each. Listen to quickly, suddenly, slowly, friendly. (Write the words on the board as you say them and underline the "Ly" part). Now I'll write some other words on the board. You may come and add "Ly" to each. Tell us the word you make. (Write these words on the board).

quick hard loud proud present real

quiet late quaer wild

Who remembers what we do to "Y" before we add other letters? Yes, we change the "Y" to "I". See if you can make a new word out of these words. (Put these words on the board).

sunny pretty busy sleepy angry heavy

(For added practice divide the class into two teams. Dictate the above words with their endings and see which side can tell the ending first. Keep score!)

Word Variants "S" and "ES"

We have been seeing how endings change words. Listen to talking, walking, jumping. (Write the words on the board as you say them). Which sound do you hear at the end of each word? Yes, it is "ING". Listen to lived, liked, surprised. (Write the words on the board as you say them). Which letter was added to live, like, surprise? Yes, you heard the letter "D". Then we listened to some words that added two letters on the end to make another word. Tell us what you hear on the end of needed, painted, dusted. Yes, you hear "ED". (Write the words on the board as you say them).

Today we are going to see if you can hear the letter that is on the end of laughs, works, looks, doors. (Write the words on the board as you say them and underline the "S" part). Now I'll write some words on the board and you may come and tell us the word you make when you add "S". (Write these words on the board).

ball	boat	car	dog	chicken	day
girl	pet	rabbit	school	balloon	trick

Some words add "ES" to them when they say more than one. Listen to boxes, branches, dresses. (Write the words on the board as you say them and underline the "ES" part). Words that end in "Y" change the "Y" to "I" and then add "ES" to make them say more than one. Listen to babies, pennies, ponies. (Write the root words baby, penny, pony on the board

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Some words add "ES" to them when they say more than one. Listen to boxes, brushes, dresses. (Write the words on the board as you say them and underline the "ES" part). Words that end in "Y" change the "Y" to "I" and then add "ES" to make them say more than one. Listen to babies, parties, ponies. (Write the root words baby, party, pony on the board

and change the "Y" to "I" before adding "ES"). Now I'll write some other words ending in "Y" on the board for you. You may come and change the "Y" to "I" and then add "ES" to make them say more than one. (Write the following words on the board).

bunny candy city grocery cooky cry
fairy family

Who knows how we make words say more than one thing? Yes, we add "S" or "ES" to them. If the word ends in "Y", we change the "Y" to "I" and then add "ES".

(For added practice dictate the words of the lesson with their proper endings. Have the children tell which ending they hear. The children may also add other words and call on one another to identify the ending).

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(For added practice dictate the words of the lesson with their proper endings. Have the children tell which ending they hear. The children may also add other words and call on one another to identify the ending).

Word Variants "ER" and "EST"

Today we are going to listen to words that end like smaller, longer, colder. (Write the words on the board as you say them and underline the "ER" part in each word).

Now I'm going to say the same words again but there will be a different ending on small, long and cold this time. Listen to smallest, longest, coldest. (Write the words on the board as you say them and underline the "EST" part of each word).

Now let's see what happens to these words when we add "ER" or "EST" to them. (Write the following words on the board and have the endings added).

loud smart strong old slow soft

Now I'll use some of these words in sentences. Listen carefully and tell us the word you hear with "ER" or "EST".

1. Jane is <u>smaller</u> than Nancy.
2. It is <u>hotter</u> in the summer time than in the winter.
3. We like to swim on the <u>hottest</u> days.
4. The baby is the <u>smallest</u> one in the family.
5. A train makes a <u>louder</u> noise than a car.
6. Who is the <u>strongest</u> boy in the room?
7. Tom is <u>older</u> than Tim.
8. Ann's apple is the <u>biggest</u> one.

Now let's play a game with words that end in "ER" or "EST". If I say a word ending in "ER", you must give me one ending in

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8. Ann's apple is the <u>biggest</u> one.

Now let's play a game with words that end in "ER" or "EST". If I say a word ending in "ER", you must give me one ending in

"EST" or if you hear a word ending in "EST", you must give me one ending in "ER". Dictate the following words.

smaller	smallest	hotter	hottest
louder	loudest	stronger	strongest
bigger	biggest	older	oldest
smarter	smartest	longer	longest

"est" or if you have a word ending in "ER", you must give me one ending in "ER". Discuss the following words.

smaller	smallest	better	hottest
larger	loudest	stronger	strongest
bigger	biggest	wider	widest
smarter	smartest	longer	longest

Review Exercise for Word Variants

(Formed by adding s, es, y, d, ed, ing, er, est or ly to the root word).

Today we are going to see if you can tell us a story about the words we write on the board. Let's put "colder" on the board. If you told us the story of this word you could say, "I see cold in this word." Maybe you could underline it as I am doing and tell us that "ER" was added on the end.

Now let's look at the word "boxes". (Write the word on the board as you say it). We can see the little word "box" in this word and we know "ES" was added to make the word say more than one.

Now let's find out if you can tell us the story about these words. (Write each word and discuss it). If you can tell us two things about the word we will write your name on the board.

warmer	sunny	friendly	cries
babies	branches	feathers	quieter
warmest	happily	driving	stepped
quickest	boys	smiling	dancing
pennies	hoed	hopped	poorest
moved	sandy	eating	painted
baking	coming	dusted	smaller
carried	taking	living	families

Review Exercise for Word Variants

(Formed by adding s, es, y, d, ed, ing, er, est or ly to the root word).

Today we are going to see if you can tell us a story about the words we write on the board. Let's put "soldier" on the board. If you told us the story of this word you could say, "I see gold in this word." Maybe you could underline it as I am doing and tell us that "ER" was added on the end.

Now let's look at this word "boxes". (Write the word on the board as you say it). We can see the little word "box" in this word and we know "ES" was added to make the word say more than one.

Now let's find out if you can tell us the story about these words. (Write each word and discuss it). If you can tell us ten things about the word we will write your name on the board.

worker	sunny	friendly	cries
baking	brandies	fashions	puzzles
earned	usually	driving	stopped
rabbit	boys	smiling	dancing
serials	road	jumped	poorest
moved	sandy	cutting	related
baking	coming	dusted	smaller
carried	taking	living	families

CHAPTER IV

SUMMARY AND CONCLUSIONS

Because research[1] has shown the ability to hear similarities and differences in the sound of words to be of great signifance in beginning reading the writer, a second grade teacher, has attempted to develop exercises to improve this ability.

They have been made to accompany the manual of the Scott, Foresman Basic Readers[2] for the second grade. As they were built they were tried out in the writer's classroom.

There are fifty-seven lessons to be used in periods of approximately fifteen minutes duration in time distinct from the reading or spelling periods.

It is the hope of the writer that the use of the exercises will improve spelling also.

1. Murphy, Helen A., "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading," unpublished M. A. Thesis, Boston University, 1940.

2. Gray, W. S. and Gray L., Guidebook for Friends and Neighbors and More Friends and Neighbors, Scott, Foresman and Company, New York, 1942, pp. 30-31.

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